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ABSTRACT

The document presents the first of six modules resulting from a 3 year project to develop and test competency based programs for camp personnel serving the physically handicapped. The module is divided into three units--philosophy, goals, and objectives of camping; types of camp programs; and general camp practices. An introductory section gives an explanation of competency based instruction, a description of a module, and an overview of the camp director training program. Each module unit contains a content outline, performance objectives, and a list of related readings. Pre- and posttests are also given, as well as a glossary of terms. It is explained that the competency based instructional format allows the reader to work through the module at his own pace, to test out of the instructional units, and to choose which learning activities to complete. (SBH)

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Appendix P-1

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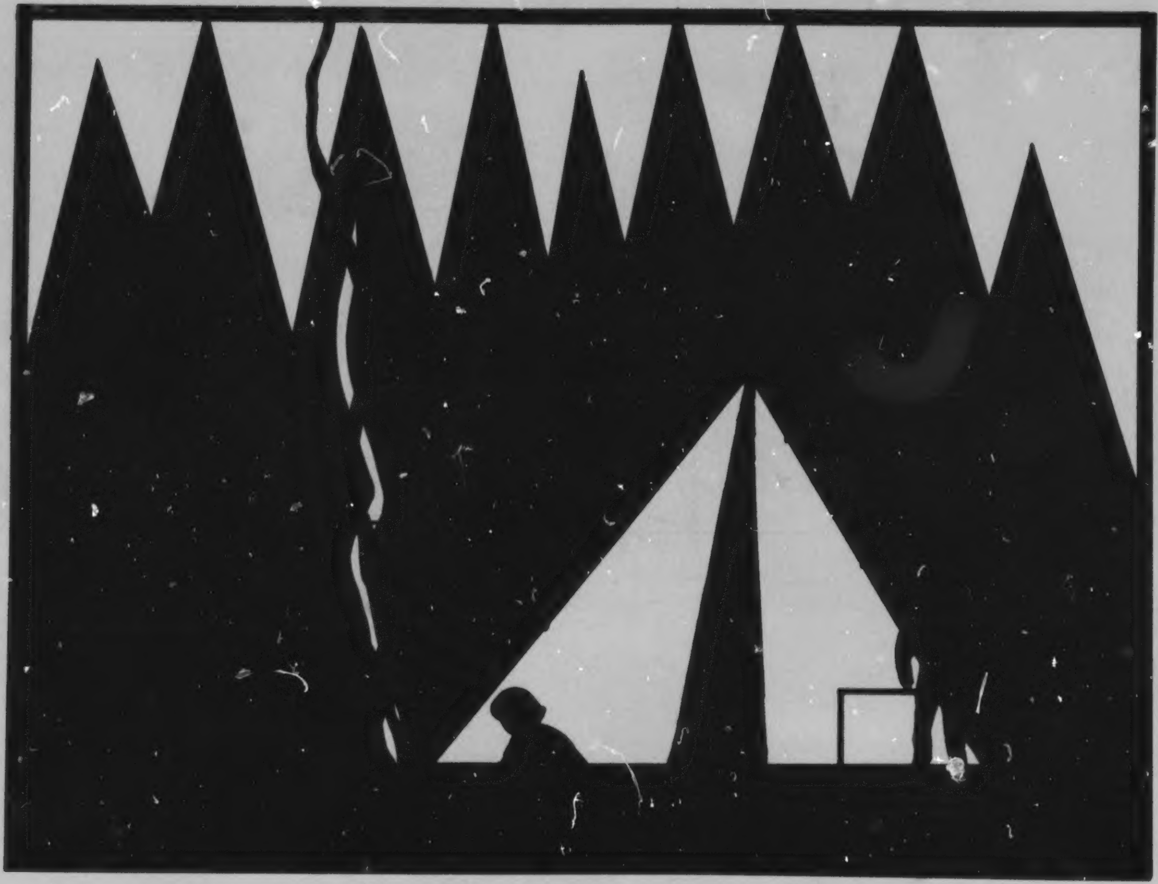
CAMP STAFF TRAINING SERIES

Module 1

AN ORIENTATION TO CAMPING AND THE CAMP



A Competency-Based Manual
For Camp Staff Training

Edited by

Dennis A. Vinton
Elizabeth M. Farley

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EC 130872

CAMP STAFF TRAINING SERIES

Module 1

An Orientation to Camping and the Camp

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Lexington, Kentucky
1979

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Foreword

The Bureau of Education for the Handicapped has for many years recognized the educational value of camping as an important aspect in the lives of handicapped children. Since 1971, when our Bureau provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and youth in organized camping programs.

The material contained in this book, and the other volumes that make up the *Camp Staff Training System,* are the result of a three year project funded by our Division of Innovation and Development. In funding this effort, it was our hope that the results of the project would help make camp personnel aware of the unique and special needs of handicapped children and to provide information and resources to help ensure that those special needs are met.

The Bureau of Education for the Handicapped is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

Dr. Edwin W. Martin
Deputy Commissioner
Bureau of Education for the
Handicapped

ACKNOWLEDGEMENTS

The *Camp Staff Training Series* is the result of more than three years work representing the generous efforts of many individuals and organizations in the field of camping, therapeutic recreation, special education and other interested disciplines. The development of the *Camp Staff Training Series* would not have been possible without the dedicated support of Melville J. Appell, who served as Project Officer for the Bureau of Education for the Handicapped, U.S. Office of Education. We are indebted to him for his leadership and inspiration. While it is not possible to cite all of those who contributed, we extend our special thanks to the following:

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INTRODUCTION

On June 1, 1976, the University of Kentucky's Curriculum in Recreation and Parks, Department of Health, Physical Education and Recreation, College of Education, was awarded a grant by the Bureau of Education for the Handicapped. The purpose of the three-year grant was to develop and test competency-based training programs for four classifications of camp personnel in camps serving the physically handicapped. Two of these programs, the camp counselor and the program specialist, have been combined to form one training course. The other two training systems have been written for the camp director and support staff.

This publication, the Camp Counselor Training Series, has undergone two years of developmental testing and includes six modules written by noted experts. During the two years of testing, 155 college students and camp counselors from six different locations were involved in trying out the materials. Also, during this time, the materials were repeatedly scrutinized by selected experts. The results of the developmental process are reflected in this publication.

In the following section, you are given an explanation of competency-based instruction, a description of a module and a brief overview of the camp director training program. Finally, for your convenience, a glossary of terms is included for future reference.

What Is Competency-Based Instruction?

Competency-based instruction (CBI) is a rather recent instructional development which has experienced rapid expansion during the sixties and seventies and is the result of increasing demands for accountability, relevance and cost effective education. It is a method of preparing people for jobs based on the actual work to be done. This training approach clearly describes the level of performance expected of each member of the camp staff. In addition, it allows learning to progress at a rate and manner compatible with the learners' or trainees' backgrounds and experiences. The advantages of this approach for training camp staff are: 1) it can be easily tailored to meet the needs of many different camp programs and 2) it can be tailored to meet the needs of each individual staff member.

Competency-based instruction is a flexible, individualized approach to learning that allows the trainees and the instructor to work at the learner's rate without fear of failure. The program's design is based upon competencies or tasks to be acquired as a result of the instructional program. The competencies are stated in performance terms which are made known from the beginning of the program.

With competency-based instruction, the trainees are held accountable for their level of achievement. The trainees know the mastery level that must be attained and are free to choose alternative learning activities that will enable them to meet the stated criteria. The trainees have the option to choose activities which are compatible with their individual learning styles, and it is the demonstrated level of acceptable performance of the stated objectives that is of importance.

When comparing CBI to traditional instruction, three major differences can be discerned. In the traditional approach, the purpose of the instruction is often either vaguely stated or sometimes not even made known to the trainees. However, in competency-based instrution, the trainees know exactly what is expected of them. They are given precisely stated objectives which tell what competencies are required and what criteria will be used to assess performance.

The second major difference between traditional and CBI approaches relates to the time factor. Traditional education holds time constant. Units are planned around a specified time period. Thus, trainees who learn at different rates will demonstrate varying degrees of achievement at the end of the time period. In competency-based instruction, achievement is held constant. A unit is ended when the trainees can demonstrate the required competency. Thus, the time needed to complete the unit will vary from person to person.

The final major difference between the two instructional approaches is that traditional education strongly emphasizes program entrance requirements, while CBI places its heaviest emphasis on exit requirements. With competency-based instruction, prerequisites are minimized and programs are individualized to allow each trainee to achieve mastery of any given objective by altering the learning activities.

What are the Roles of the Trainer and Trainees?

In a CBI system the trainer's or camp director's role during pre-camp training will become one of advisor and manager of instruction. The trainer will spend more time helping to plan the instructional program, solving problems, and evaluating performance. The trainees will have more of an opportunity to choose learning activities, develop new activities tailored to their specific needs, and bypass certain objectives through testing out of certain units or modules.

Past experience suggests that the learning climate fostered by a CBI program is free from oppression and failure and thus encourages creativity. The trainer has more time to devote to developing an atmosphere where creative learning experiences can take place and is free to actively involve the trainee in the instructional process where positive learning experiences are stressed.

How Does Competency-Based Instruction Work?

In competency-based instruction, there are self-contained instructional packages called modules. A module is made up of units of instruction composed of the following parts:

1. performance objectives
2. pre-assessment and prerequisites
3. learning activities
4. evaluation
5. remediation

Each of the five module components is briefly discussed in the following paragraphs.

Performance Objectives

The objectives are the foundation on which the instructional module is built. They are stated in behavioral or performance terms.

The performance objectives serve as the basis for designing instructional activities, which in turn facilitate the achievement of the desired competencies. Objectives stated in this way open new avenues of communication between the trainees and instructor. Also, the objectives provide the means for evaluation and further development of the instructional program.

The benefits of stating instructional objectives in precise, relevant terms that describe desired performance, include the following:

.....suitable learning activities and evaluation procedures are selected since the trainer knows precisely what the trainees are expected to achieve;

.....because objectives are stated in precise terms, the trainees, trainer and other observers can decide on the appropriateness of the objectives;

.....as the performance objectives are communicated in advance of instruction, trainees know precisely what is expected of them;

.....finally, using this approach enables the trainees to determine if an objective has been successfully accomplished.

There are three basic parts of a performance objective: the terminal behavior, test conditions and standards. The following questions illustrate each part:

a. What will I BE ABLE TO DO after completing the learning activity?

b. What are the CONDITIONS under which I will do it?

c. How will I RECOGNIZE success?

The trainees should be able to answer these questions after reading each objective.

Pre-Assessment or Pre-Test

The term "test" usually implies the use of standardized pencil and paper tests. However, other varieties of pre-assessment are often used. Both formal and informal, direct and indirect, and objective and subjective measures are used for pre-test purposes. In some cases, no pre-assessment is needed because it is assumed that trainees have no previous exposure to the content of the instruction or that the content should be periodically reviewed.

In some cases, trainees are required to complete an activity, unit, module or course before starting a module. This is called a prerequisite.

Learning Activities

Learning activities are intended to aid in the mastery of the skill, knowledge or behavior stated in the performance objectives. Each activity is self-contained and designed to achieve a specific purpose, however, each activity still remains a part of the broad comprehensive program.

The learning activities are designed to offer a wide range of alternative activities. A number of options are provided so that trainees can select those which offer the greatest opportunity for individual success, are most in tune with each persons learning style, and will allow the trainees to achieve mastery of the material in the shortest possible time. Also, trainees have the option of designing, with assistance, their own learning activities.

Evaluation

As with pre-assessment methods, evaluation procedures may vary widely. They are designed to measure whether or not trainees can successfully demonstrate the competencies required for mastery of the performance objectives. If trainees are unable to demonstrate competence, the trainer will attempt to determine whether this was due to a lack of ability, motivation and/or effort; inappropriate or ineffective instruction; unrealistic expectations as reflected in the objectives; or another reason or combination of reasons. After the cause has been determined, remediation will be prescribed to assist in mastering the competency.

Remediation

Remedial activities are learning activities which provide trainees additional practice or assistance in mastering a performance objective which has not been successfully achieved. The activities used can be similar to the original instructional activities used in the module or they can approach the objective from an entirely different base. It should be remembered that remediation is intended to be helpful, not punitive, and to give another opportunity for success.

Camp Staff Training Series

The camp counselor and program specialist training series was designed to provide the trainees with the skills, knowledge and behaviors necessary to achieve a minimal level of competence in camps serving the physically handicapped. The two unique features of this training program are its field orientation and its individualized learning experiences.

Based on the results of a task analysis procedure, the instructional program contains no extraneous learning. Rather, its objectives, learning activities and evaluation methods focus on the specific competencies which camp counselors or program specialists need to successfully perform their jobs. Although the program can be used in a variety of ways—as a part of a college course, as an institute or workshop, or as pre-camp training—the emphasis is always on the practical application of learning in a camp setting.

The training program pulls no punches. At the onset, the trainees are informed of what they are expected to accomplish as a result of the training. Then, the trainees are presented with a variety of learning activities. From this list the trainees can select activities which best suit their individual needs or style of learning. In addition, the trainees can bypass certain units by the testing out of them. Also, they can elect to add activities in which more work is needed or desired. This flexibility allows a group of trainees to participate in the program despite diverse backgrounds, experiences and interests. All trainees who successfully complete the program should be able to function effectively on the job in spite of varying degrees of prior training and experience.

Directions

There are six modules in the training program. They are listed below:

1) An Orientation To Camping and the Camp
2) Knowing the Campers
3) Camp Program Planning and Leadership
4) Camp Health and Safety Practices
5) Dealing with Camper Behavior
6) Evaluating the Camp Experience
S-6) Evaluation of the Camp Experience

The trainees are to complete any or all of the six modules in the order designated by the trainer or in the order presented in the program.

Upon beginning a module, the content outline and performance objectives should be read. If upon beginning a module a person feels that the performance objectives can be achieved with 90 percent accuracy without participation in the learning activities, then he or she can elect to take a pre-test or post test. If the pre-test is passed successfully, then the trainee can proceed to the next unit or module; otherwise, the trainee should participate in those learning activities which will enable him or her to achieve the performance objectives; and then complete the post test.

Prerequisites

Through task analysis, a number of skills, facts and behaviors were identified as being prerequisites which camp counselors or program specialists must possess before beginning an on-site training program. It was decided to provide the major portion of these prerequisites in two modules within the training program. These are Module 1, which deals with basic information about camping practices and philosophy, and Module 2 which contains information about campers' growth and development, characteristics and physical disabilities. There are other prerequisites not covered in these modules which it is assumed all trainees will possess prior to beginning field training. These are primarily skills which include mature judgement, consistent behavior, sincerity and effective communication.

Module 1

An Orientation to Camping and the Camp

Prepared by

Barbara D. Pantzer

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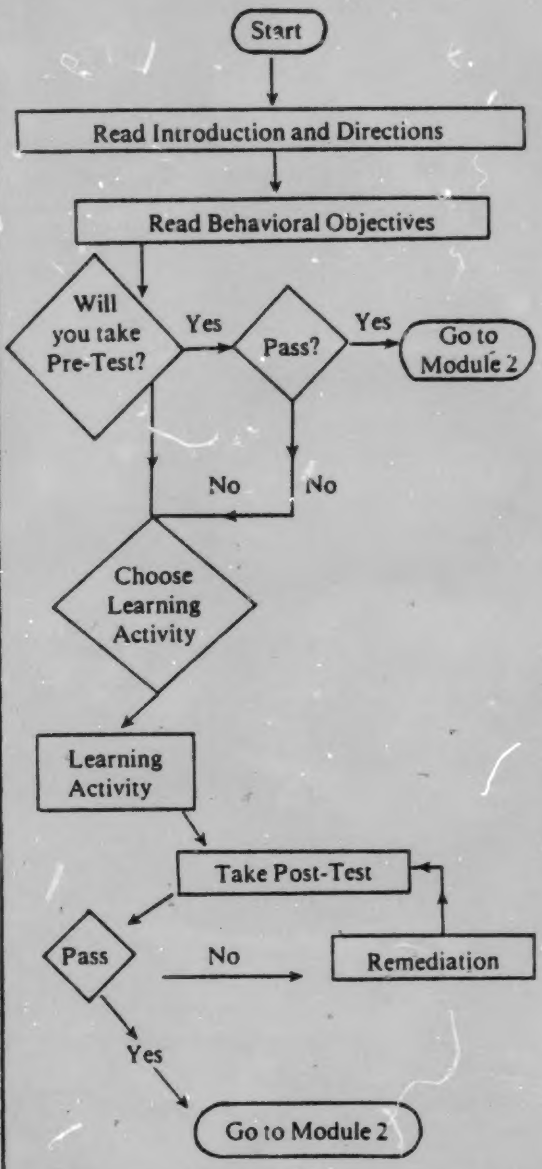
Elizabeth M. Farley

An Orientation to Camping and the Camp

Flow Chart

Steps to Follow to
Complete Each Unit


Start
Read Introduction and Directions
Read Behavioral Objectives
Will you take Pre-Test?
Yes
Pass?
Yes
Go to Module 2
No
No
Choose Learning Activity
Learning Activity
Take Post-Test
Pass
No
Remediation
Yes
Go to Module 2

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Module 1

An Orientation to Camping and the Camp

Introduction

This module is divided into three units of instruction: 1) philosophy, goals and objectives; 2) types of camp programs; and 3) general camp practices. It is designed to provide a basic knowledge of philosophy, goals and objectives and general practices of camping. For the person being employed by a camp, specific information regarding the camp will be provided by the camp director.

This knowledge of camping, along with an understanding of the roles and responsibilities of various staff members in the total camp operation, should prepare you, the trainee, to function in an effective manner on the job. Emphasis in this module is placed on helping you acquire general information and develop a basic understanding of camping with the physically handicapped. If you have taken a camp counseling course through a college or university, you may not need to complete Module 1 in detail, but may wish to use it as a review.

Module 1 is to be completed prior to on-site or pre-camp training. Therefore, this module should be completed by the trainee before field-based camp training. This module will be especially helpful to the new camp staff member who has no knowledge or experience in an organized camp program.

The competency-based instructional format will allow you to work through the module at your own pace, to test out of the instructional units and to choose which learning activities to complete. This module also takes into consideration the different learning situations in which it might be used; i.e., college classroom or pre-camp training. Depending on whether you complete the module as part of a college course or as part of pre-camp training will determine which unit 1.3 is to be completed.

Directions

You, the trainee, must work through all the units following the directions given in the materials and by the trainer. Special sections are noted by colors: readings are green, worksheets are blue and tests are yellow.

To complete the module:

1. Read the "Performance Objectives Checklist" and check each objective you think you can complete.
2. Take the pre-test. If you can pass it with 90 percent accuracy, proceed to Module 2.
3. Complete the learning activities which correspond to the performance objectives that you need. As you read the directions for the activities, notice that some of them mention readings or handouts you need to read or worksheets you should complete. These materials are located at the end of each unit.
4. Determine if you wish to complete the enriching activities.
5. Take the post test. No references may be used when taking a test. If you are not able to achieve at least 90 percent accuracy, discuss plans for remediation with your trainer.
6. Proceed to Module 2 after completing all post tests with 90 percent accuracy.

Note: There are two Unit 1.3's in this module. Unit 1.3a was written for students enrolled in a college class and was written to allow for generalities. Unit 1.3b was written to allow camp directors to use their own camp's policies and procedures and to eliminate the need to go through Units 1.1 and 1.2. The trainee should complete the units which pertain to his or her learning situation or as instructed by the trainer or camp director.

Module 1

An Orientation to Camping and the Camp

Performance Objectives Checklist

This checklist will help you determine the activities you need to complete in Module 1. Check each performance objective you feel competent to perform. Then use the remaining performance objectives to select the activities in which you should participate to complete this module.

Unit 1.1 Philosophy, Goals and Objectives of Camping

_____ 1. Given a list of societal factors, camping characteristics, and personal needs, identify four out of five items which motivate people to go camping.

_____ 2. Given four definitions of organized camping select the most complete and correct definition.

_____ 3. From the seven principles of organized camping described in the readings, select three which you feel should be emphasized in a camp program and write a paragraph stating the reasons for their selections. State at least two benefits to the camper which can be derived from the principles selected.

_____ 4. Given a list of sample objectives, identify four out of five objectives of an organized camp.

_____ 5. Explain the primary purpose of a therapeutic camp and a diversional camp so that the difference between the two types of camps is shown.

Unit 1.2 Types of Camp Programs

_____ 6. Match the names of seven types of organized camps (resident, day, school, special interest, family, primitive and trip) to their definition.

_____ 7. Classify a camp sponsor as being government sponsored, agency or organization, or private or independent.

_____ 8. Define segregated and integrated camping in terms of the population served.

_____ 9. Define year-round camping in terms of the scope of the program.

Unit 1.3 a General Camp Practices (college course)

____ 10. Given the following camp positions: camp director, program director, program specialist, unit director, camp counselor, maintenance supervisor, camp nurse, food service personnel and business office worker; draw an organizational chart.

____ 11. List three major job responsibilities of a camp counselor.

____ 12. Given a list of jobs, identify position titles of the staff members who perform those jobs.

____ 13. List the conditions of employment, salary levels and general rules and regulations to expect when applying for a camp counselor position.

____ 14. From a list of possible camp operating procedures, select four out of five procedures which a camp counselor should know.

____ 15. Define in your own words the term "program" as commonly used in camping and as defined in the readings or suggested references.

____ 16. Given a list of possible purposes for a daily schedule, identify the actual purposes of the daily schedule.

____ 17. Describe the program specialty activities, unit activities and special activities which make up a camp program. The description should include information on the type of activities, the staff member who has primary responsibility for planning and conducting the activities and the campers who participate.

____ 18. In your own words, explain the relationship between camp objectives and camp program activities.

____ 19. Given a list of areas and facilities, identify those areas and facilities commonly found in resident camps.

____ 20. Given a list of descriptive statements, identify those which describe a centralized camp and those which describe a decentralized camp.

Unit 1.3 b General Camp Practices (pre-camp training)

____ 10. In your own words write the philosophy of your camp.

____ 11. List the goals and objectives of your camp.

____ 12. Describe the type of organization, sponsor, clientele, scope of program and history of your camp.

____ 13. Given the organizational chart of your employing camp, fill in the name of the appropriate person under each job title.

____ 14. Given a complete description of your job, write your responsibilities with 100 percent accuracy.

____ 15. Given a list of responsibilities identify the staff member in a resident camp to whom each responsibility belongs.

____ 16. Write a description of the conditions of your employment with the camp and the remuneration for the job as described by your employer.

____ 17. List with 100 percent accuracy the written rules and regulations pertaining to staff conduct in your camp.

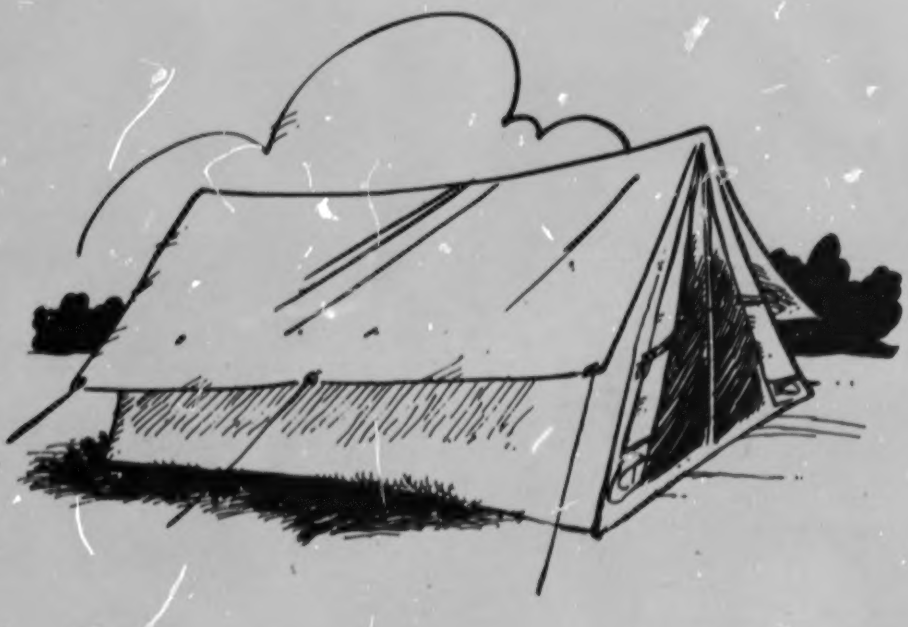
____ 18. Describe and follow your camp's procedures for a) communication with supervisory and support staff; b) handling money; c) opening and closing day; d) mealtime; e) bedtime; f) lost campers; g) fires; h) natural disasters; i) medical; j) camper coverage; k) staff meetings; l) mail, phone calls, laundry and visitors.

____ 19. Define the term "program" as commonly used in camping and as defined in your camp staff manual.

____ 20. Outline a typical daily schedule for your camp.

____ 21. In your own words, explain the philosophy and objectives of your employing camp in relationship to the activities of the camp program.

Pre-Test



Module 1

An Orientation to Camping and the Camp

Pre-Test

1. Circle those items in the list below which are reasons why people camp.

   a. to have fun
   b. to experience a sophisticated lifestyle
   c. to escape from noise, newspapers, traffic, and air polution
   d. to contemplate man's relationship with nature
   e. to make new friends

2. Which of the following definitions of organized camping is the most complete and correct?

   a. Organized camping is a structured experience for children which uses a broad spectrum of recreational and educational activities led by trained staff to contribute to the mental, physical, social, and spiritual growth of the participants.
   b. Organized camping is an experience in simple healthy living in the out-of-doors which enables the camper to develop an awareness of himself and his relationship to nature.
   c. Organized camping is an experience in group living in the out-of-doors which uses trained leadership and the resources of the natural surroundings to contribute to the growth and well-being of the campers.
   d. Organized camping is a sustained experience in group living through which an individual can learn who he is, what his potentials are, and how his needs can be realized.

3. From the list below, select three of the principles of organized camping which you feel should be emphasized in a camp program. Write a paragraph stating your choices and the reasons for their selection. Your reasons for each of your choices should include at least two benefits to the camper.

   out-of-door setting
   simple lifestyle
   participatory activity
   trained leadership
   democratic group living
   broad spectrum of activities
   healthy and safe environment

Module 1 (continued)

4. True or False — Circle T if you feel the statement is an objective of an organized camp and F if you think the statement is not an objective of an organized camp.

T F To improve the motor development of campers.

T F To help campers develop a realistic, positive self-image.

T F To help campers understand and deal with their sexual attitudes and behavior.

T F To improve environmental awareness.

T F To improve behavioral skills.

5. a. What is the primary purpose of a therapeutic camp?

____

____

b. What is the primary purpose of a recreational camp?

____

____

6. Match the following terms to their definitions.

a. day camping
b. family camping
c. primitive camping
d. resident camping
e. school camping
f. special interest camping
g. travel camping

___a camping program of learning activities related to the school curriculum

___a camping program for families on an organized basis in a resident setting

___camping in a remote area in which campers are expected to forage for themselves

___camping in which participants go for an established period and return each day to their homes

Module 1 (continued)

____camping at one site two or more consecutive nights

____camping with one chief objective

____camping over two or more days in which the campers move from one site to another

7. Identify the camp sponsor category to which the following organizations belong. Place a G before those which are government sponsored, a P before those that are private or independent, and an A for agency or organization sponsored.

___Girl Scouts of America
___Municipal recreation department
___Easter Seal Society for Crippled Children and Adults
___4-H Club
___State mental health department
___County school system
___Church
___Mr. John Q. Citizen
___American Red Cross
___YMCA

8. Define the following terms:

a. integrated camping ____

____

b. segregated camping ____

____

9. Define year-round camping. ______________________________________

____

10. In the space below, draw an organizational chart for a typical summer camp. The chart should include a camp director, program director, program specialist, unit director, camp counselor, maintenance supervisor, food service personnel, and a business office worker.

Module 1 (continued)

11. Match the area of responsibility to the staff position for which it is a primary area of responsibility.

__ Camp Director
__ Program Specialist
__ Program Director
__ Unit Director
__ Business Manager
__ Camp Counselor
__ Food Service Supervisor
__ Maintenance Supervisor
__ Camp Nurse

a. camper injuries
b. evaluation of program staff
c. meal preparation
d. swimming program
e. supervision of a small group of counselors
f. financial transactions
g. total camp operation
h. camper personal needs
i. equipment repair

12. For a job as a camp counselor, you can expect the following:

a. remunerations for employment

salary ____

other benefits __________________________________

b. conditions of employment

length of employment ______________________________

hours off _______________________________________

reasons why you can be terminated ____________________

____

13. List 3 major job responsibilities of a camp counselor.

a. ____

b. ____

c. ____

14. Circle all of the following camp procedures which are important for a camp counselor or program specialist to know.

a. procedures for requesting maintenance work
b. procedures for processing campers on the first day of camp
c. procedures for serving meals
d. procedures for handling camper money
e. procedures to follow when a camper is lost

Module 1 (continued)

15. Define in your own words the term "program" commonly used in camping.

16. A daily program is NOT

    a. a flexible time schedule which provides time boundaries for camp activities
    b. a rigid listing of activities
    c. a means of coordinating the activities within the camp
    d. a means to monitor camper health and safety
    e. b and d

17. Using brief statements, complete the following chart.

	Campers Who Participate	Staff Member(s) In Charge	Example of an Activity
Program Specialty Activities			
Unit Activities			
Special Events			

18. What is the relationship between the camp objectives and the camp activities?

19. Which of the following areas and facilities are not normally found in resident camps? (Select the best answer.)

    a. kitchen, infirmary, and sanitary facilities
    b. camp office, camper and staff living quarters
    c. service areas for maintenance and a dining hall
    d. activity shelter, campfire circle, and swimming area
    e. lounge, gift shop, and gym

Module 1 (continued)

20. Place a D in front of those statements which are true of decentralized camps and a C in front of those statements which are true of centralized camps.

__ small living units situated in segregated areas
__ continually exposes the camper to a wide variety of people of all ages and interests
__ regimentation of campers
__ individual attention and support for campers
__ campers play an integral role in the group

> If you are using this material during pre-camp orientation, you must also be able to answer the following information.

21. In your words, state the philosophy of your employing camp.

____

____

____

22. List the goals and objectives of your employing camp.

Goals: ______________________________

____

____

____

Objectives: ______________________________

____

____

____

23. For your employing camp, provide the following information.

a. type of organization ______________________________

b. name of sponsor and type ______________________________

c. age group served ______________________________

d. camper capacity ______________________________

Module 1 (continued)

e. integrated or segregated ______________________

f. scope of the program ______________________

g. brief history ______________________

____

24. Briefly describe the following procedures for your camp.

communications with supervisory staff ______________________

____

handling personal money (staff) ______________________

____

handling camper's money ______________________

____

handling petty cash ______________________

____

opening day ______________________

____

closing day ______________________

____

mail ______________________

____

telephone calls ______________________

____

laundry ______________________

____

visitors ______________________

____

Module 1 (continued)

mealtimes ______________________________

____

lost campers ______________________________

____

fires ______________________________

____

natural disasters ______________________________

____

bedtime ______________________________

____

medication ______________________________

____

accidents ______________________________

____

camper coverage ______________________________

____

staff meetings ______________________________

____

25. List the rules and regulations pertaining to staff conduct for your camp.

Module 1

An Orientation to Camping and the Camp

Unit 1.1

Philosophy, Goals and Objectives of Camping

Content Outline

I. Philosophy, Goals and Objectives of Camping

   A. Why People Camp

   B. Principles of Organized Camping

   C. Organized Camping Defined

   D. Goals and Objectives of Camping

   E. Philosophy, Goals and Objectives in Camps Serving the Physically Disabled

Trainee Information

There are five (5) performance objectives for you to complete in this unit. To help you successfully complete the objectives, a variety of activities have been developed. A post test which accompanies the unit must be passed with 80 percent accuracy to complete it.

Unit 1.1

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. Given a list of societal factors, camping characteristics, and personal needs, identify, four out of five items which motivate people to go camping.

2. Given four definitions of organized camping, select the most complete and correct definition.

3. From the seven principles of organized camping described in the readings, select three which you feel should be emphasized in a camp program and write a paragraph stating the reasons for their selections. State at least two benefits to the camper which can be derived from the principles selected.

4. Given a list of sample objectives, identify four out of five objectives of an organized camp.

5. Explain the primary purpose of a therapeutic camp and a recreational camp so that the differences between the two types of camps is shown.

Trainee Information

Objectives 1-5 can be completed by reading the accompanying text; however, it is suggested that you do some of the other activities. Some of the activities may be required by your instructor.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. Read section on philosophy, goals and objectives in the accompanying text. As you read the material, make notes that will help you to achieve the performance objectives for this unit.

or

1b. Read the references listed at the end of Unit 1.1. As you read, make notes that will help you to achieve the performance objectives for this unit.

and

1c. Informally survey your friends to find out: (a) why people go to camp and (b) what benefits they derive from the experience. Based on your survey, list at least six reasons why people go to camp and ten benefits which can be derived from the experience. Compare your list to the list provided in the readings for Unit 1.1. Have you identified any new reasons or benefits? Make a final list for each question, which includes those in the readings and new ones. Keep one copy in your notebook for your reference and for your instructor to check.

or

1d. Informally survey your friends (as in learning activity 2a) to find out: (a) why people go to camp and (b) what benefits they derive from camping. Make a list of their responses and compare your list with the reasons and benefits from your readings. Select one of the topics and creatively express either why people go to camp or the benefits of camping. Your creative project could be making a collage of pictures cut from magazines, painting a picture, writing a short story or skit, or developing a slide presentation. However, your creativity need not be limited to these suggestions. All projects should be handed in to the instructor.

and

1e. Look at the seven principles of organized camping listed in the text. Determine which ones you think are most important in a camping experience using the information you have read or collected on why people go to camp and what they get out of the experience. Select the three principles most important to you and write a paragraph stating (a) which principles you selected and (b) the reasons for your selection. Your reasons for selecting each principle should include at least two benefits to campers which can be derived from the principle. Keep a copy of the paragraph in your notebook for your reference and for your instructor to check. After completing training and working for a summer at a camp, reread your paragraph. You may find that your philosophy of camping has changed.

After your training and summary work at camp are completed reread your paragraph.

Unit 1.1

Enriching Activity

(The enriching activities are planned for you who have experience in camping. The activities will allow you to use your past training and experience.)

Make a tape of camp staff discussing their philosophies of camping. Take notes on the reasons and benefits of camping which each camp staff member stresses in his or her philosophical discussion. Write a paragraph summarizing the philosophy which most appeals to you.

Evaluation Criteria

The post test for Unit 1.1 must be completed with 80 percent accuracy. Any learning activities assigned by the trainer must be completed according to the standards outlined by the trainer.

References

Martin, Alexander Reid. "Potentiality of the Child's Camping Experience," Camp: The Child's World. Martinsville, Indiana: American Camping Association, 1971, pp. 9-14.

Mitchell, Viola A., Julia D. Robberson, and June W. Obley. Camp Counseling. 5th ed. Philadelphia: W. B. Saunders Company, 1970. pp. 8-10, 14-21, 38, 57.

Sellwood, John J. "Camping for the Physically Handicapped," Journal of the Association for Physical and Mental Rehabilitation, March/April, 1955, pp. 53-57.

Unit 1.1

Additional References

Clarke, Grace A. and Eleanor P. Eells. "Early Findings on Values of Camping Now Available", Camping Magazine. 47(2): 8-9, November/December, 1974.

Olman, S. Morton. "Assessing Reasons for Attending Camp", Research Camping and Environmental Education. Betty van der Smissen, Compiler. University Park, PA: Pennsylvania State Series No. 11, 1976. pp. 189-196.

Vinton, Dennis and others. Camping and Environmental Education for Handicapped Children and Youth. Washington D.C.: Hawkins and Assoc., Inc., 1978. pp. 6-11.

Readings

Module 1

An Orientation to Camping and the Camp

Unit 1.1

Philosophy, Goals and Objectives of Camping

Why People Camp

Camping is a unique experience in living which takes place in the out-of-doors. It is participated in by people of all ages in a variety of ways. Campers include those who backpack in the wilderness, spend their weekends at state park campgrounds, and attend summer camp programs. When asked why they camp, people respond with reasons which are strictly personal to them. Children most often explain that they camp to have fun; to develop new skills, attitudes, and habits; and to participate in a wide variety of activities. Adults state that they camp to escape from routine responsibilities and familiar environments, to experience a primitive life style, to enjoy the aesthetics of nature, to participate in outdoor activities and hobbies, to make new friends, to promote family ties, to escape from urban stress, and to avoid the inflated costs of other types of vacations.

The reasons why people camp are quite diverse and seem to be unrelated. However, there are common principles or characteristics of camping that tie together all camping experiences and that enable the participants to meet their diverse needs. These principles of camping are discussed in the following section.

Principles of Camping

There is no universal agreement on the purpose of camping or how it should be conducted. However, there are certain principles which are common to all camping experiences and which underlie all camping philosophies. They are:

(1) Camping takes place in an out-of-door setting. The sights, sounds, smells, touches and tastes of nature are an integral part of the camping experience. They form the background for all camper activities. They can also be used as the central focus of these activities. If fostered, an awareness, knowledge, understanding and appreciation of our natural environment can be developed through a camp program.

Unit 1.1

(2) Camping provides a simple life style untouched by urban culture. Although some camp sites are more primitive than others, they are all relatively rustic in comparison with city dwellings. They are void of unnecessary gadgetry and ornate decorations. Camping life styles are also simple. There are few demands on time. Enjoyments are often self-motivated and complex rules and regulations are seldom used. Camping, because of its simple life style, is an excellent medium for developing self-reliance and a feeling of community.

(3) Camping is a participant activity, not a "spectator sport". The camper is always a participant whether he or she is daydreaming in the forest, eating by a campfire or talking quietly with a friend. From the outset, the camper is immersed in the experience of camping. In many ways, the camper dictates the kind of experience he or she will have by selecting the activities in which to participate and determining the degree of participation.

These three general principles are applicable to all camping experiences. However, there are other principles which regulate the specific ways people camp. Since the concern here is with organized or established camping, further discussion will be limited to the principles of the organized camp program.

Organized camping is "a sustained experience which provides a creative recreational and educational opportunity in group living in the out-of-doors. It utilizes trained leadership and the resources of natural surroundings to contribute to each camper's mental, physical, social, and spiritual growth" (American Camping Association, Camp Standards with Interpretations, p. 12). Based on this definition, four other principles which characterize the organized camp program can be identified. They are:

(4) Organized camping utilizes trained leadership in a high ratio to campers. In the camp, there are leaders who live, work, and play beside the campers. They teach skills, provide guidance and emotional support, and facilitate the camper gaining the maximum benefits from the camp program. The ratio of leaders to campers is high in order that leaders and campers can relate to each other as individuals.

(5) Organized camping provides a group living experience in a democratic community. The organized camp is a microcommunity in which campers and staff usually live with each other 24 hours a day. (The exception is the day camp.) The proximity of campers to each other over a sustained period of time is conducive to accepting individual differences, sharing and regulating personal habits so that they do not offend others. In addition, the group-living experience provides campers with the opportunity to participate in group decision making and to develop leadership and citizenship skills.

(6) Organized camping offers a broad spectrum of activities. Camp activities range from an active, boisterous rowing contest to the quiet comtemplation of a pond's ecological system. Swimming, arts and crafts, nature studies, campcrafts and singing are the most frequently encountered activities. However, camps are certainly not limited to these. The type and complexity of the activities offered are dictated by the interests, needs and abilities of the campers. Through the activities, campers develop skills not only in specific activities, but also in learning to use their leisure. Additionally, campers learn to compete and to cooperate in a constructive manner.

(7) Organized camping provides a healthy and safe environment for the campers. The health and safety of campers is a primary concern in organized camps. The camp schedule includes regular hours for rest and sleep, as well as time for relaxing and "catching one's breath". A well-balanced diet is also part of the camp regimen. Additionally, measures are taken to prevent camper exposure to potentially unsafe and unhealthy situations.

These principles underlie the various philosophies of camping. Each camp, and probably every individual involved in camping, have their own philosophy of what a camp program could and should be. They utilize the principles in a variety of ways to carry out their individual philosophies. For example, a camp operating with an educational philosophy might purposefully use the natural setting to facilitate environmental learning. Whereas, a camp operating with a purely recreational philosophy might use the natural setting to foster the development of leisure interests or as a background for social interaction. Obviously, environmental learning, the development of leisure interests and social interactions could, and probably would, take place in both camps. The difference would be that in one camp, environmental learning would be planned for, in the other it would be more or less a byproduct or secondary outcomes.

Goals and Objectives of Camping

The primary goal for most organized camp programs is to contribute to the growth and well-being of its participants. Camp objectives focus on the physical, personal/social and leisure aspects of the camper. In the following list, examples of objectives in each of these areas are presented. The list is by no means inclusive, since camp objectives can include any area of growth, development or well-being.

Physical Development

. To improve the motor development of campers

. To increase physical fitness of campers

Unit 1.1

- To help campers develop proper eating habits
- To help campers develop an awareness of camp safety
- To maintain campers' health

Personal/Social Development

- To help campers develop a realistic, positive self-image
- To improve self-awareness
- To facilitate social adjustment
- To improve social skills of campers
- To assist campers in developing leadership skills
- To improve campers' communication skills
- To foster cooperative behavior
- To help campers use competition effectively
- To increase campers' awareness and understanding of the functions of a democratic community
- To improve citizenship skills
- To improve behavioral skills
- To provide opportunities for risk and adventure
- To help campers understand and deal with their sexual attitudes and behavior
- To promote the spiritual growth of campers
- To improve academic skills and attitudes
- To develop independent living skills

Leisure Development

- To help campers develop and improve their skills in and knowledge of camping activities
- To help campers develop leisure attitudes and habits
- To improve environmental awareness
- To develop aesthetic values

It should be noted that the aforementioned list contains examples of objectives which would probably never be found in any one camp. It should be further noted that the objectives for any given camp are determined by the philosophy of the camp program.

Philosophy, Goals and Objectives in Camps Serving the Physically Disabled

The philosophy, goals and objectives of most camps serving the physically disabled are no different from the philosophy, goals and objectives of camps serving the non-disabled. The same principles apply. The same variety of philosophies are used to specify the goals and objectives. The same primary goal applies and the objectives are the same as many of sample objectives in the previous lists. If there is a difference between the camp programs serving these two populations, it lies in the manner in which the objectives are accomplished and the emphasis on certain objectives, especially those related to health education and maintenance. It does not lie in their philosophical bases.

Unfortunately, the camping for the handicapped movement has been tagged with a terminology which to the uninitiated appears to constitute a philosophical difference with the overall camping movement. The confusing terms are "therapeutic camping" and "diversional or recreational camping". Therapeutic camping refers to camp programs in which specific therapeutic objectives are worked toward and emphasized in the camp program. With the physically disabled camper, these objectives are usually in the realm of physical improvement and development. However, they can be concerned with personal/social and leisure development as well. A commonly found example of a therapeutic camp is the camp for diabetic children in which campers are taught to manage their disease while at the same time they are helped to overcome the psychological problems associated with diabetes. In these camps, the primary emphasis is on the therapy, but the development of the total camper is not ignored and the philosophy which governs "normal" camps govern these aspects of the therapeutic camp program as well.

Recreational camping refers to camp programs in which the primary emphasis is on the recreational aspects of the camp program and the objectives, as in other organized camps, focus on the development of the total camper. The vast majority of camps serving the physically disabled have recreational programs. However, many of these camps refer mistakenly to their programs as "therapeutic". They feel that because they are affecting the growth and development of the campers, they are providing "therapy". They fail to remember that all organized camps are designed to benefit the camper.

Module 1

An Orientation to Camping and the Camp

Unit 1.2

Types of Camp Programs

Content Outline

II. Types of Camp Programs

    A. Types of Camp Organization

    B. Types of Camp Sponsors

    C. Clientele

    D. Scope of Program

Trainee Information

There are four (4) performance objectives which you must be able to do before going on to Unit 1.3. To help you successfully complete the objectives, a variety of activities have been developed. A post test must be passed with 90 percent accuracy to successfully complete this unit.

Unit 1.2

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

6. Match the names of seven types of organized camps (resident, day, school, special interest, family, primitive and trip) to their definition.

7. Classify a camp sponsor as being government sponsored, agency or organization, or private or independent.

8. Define segregated and integrated camping in terms of the population served.

9. Define year-round camping in terms of the scope of the program.

Trainee Information

To help you accomplish performance objectives 6-9, you must complete two (2) of the following learning activities: 1a or 1b and then complete 1c.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. In the following section, read the information on types of organized camp programs. Refer back to the performance objectives to make sure you are noting the information which will help you achieve the objectives.

or

1b. Read the references listed for this unit of instruction and take notes on the information which will help you achieve the performance objectives.

and

Unit 1.2

1c. Complete the "Terminology Game" found in the worksheets. Try to fill in the answers without looking at your notes or the readings. The game should let you know which terms you need to work on. Keep the completed handout in your notebook for future reference.

Enriching Activity

(The enriching activities are planned for those of you who have experience in camping. These activities allow you to use your past training and experience to help others.)

Make up a game which will help you or your fellow trainees become familiar with the terminology in this unit. One possible game idea is an adaptation of the game "Concentration" in which you match the term with the definition either on a Concentration board or using cards. Bring your game to class or precamp orientation and be prepared to share it with the other trainees.

Evaluation Criteria

You must achieve 90 percent accuracy on the post test and complete the activities according to the standards outlined by your trainer.

References

American Camping Association. Camp Standards with Interpretations. Bradford Woods, Martinsville, Indiana: American Camping Association, 1972. p. 12.

Bucher, Charles A., and Richard D. Bucher. Recreation for Today's Society. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974. pp. 19-34.

Shivers, Jay S. Camping-Administration, Counseling, Programming. New York: Appleton-Century-Croft, 1971. pp. 22-26.

Readings

Unit 1.2

Types of Organized Camps

There are many different types of organized or established camps including the residential camp, day camp, school camp, special interest camp, pioneer camp, trip camp and family camp. They differ in terms of facilities, length, purpose and location. The following is a definition of each of these types of camps.

Day Camps offer a sustained experience which provides a creative, recreational and educational opportunity in group living in the out-of-doors. Campers participate for an established period of time and return each day to their homes. Day camps utilize trained leadership and the resources of the natural surroundings to contribute to each camper's mental, physical, social and spiritual growth.*

Family Camps offer organized programs for families in a resident setting; they do not refer to family campgrounds where only facilities are offered to transient campers.*

Pioneer or Primitive Camps are located in remote areas and utilize temporary (non-constructed) quarters. Campers are expected to forage for themselves.

Resident Camps offer a sustained experience which provides a creative recreational and educational opportunity in group living in the out-of-doors in which campers live at one site two or more consecutive nights. They utilize trained leadership and the resources of the natural surroundings to contribute to the camper's mental, physical, social and spiritual growth.*

School Camps offer a sustained experience in which a teacher and his pupils leave the classroom to live at one site two or more consecutive nights in an outdoor setting while carrying out a program of learning activities related to the school curriculum.

Special Interest Camps may be residential, day or a combination of the two. They have one chief objective such as the development of a particular skill or talent or the assimilation of knowledge in one subject or topical area.

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*American Camping Association definition.

Unit 1.2

Trip or Travel Camps offer programs wherein a group which is mobile uses transportation to move as a group from one site to another over two or more days for experiences in different environments.*

Types of Camp Sponsors

Organized camps not only differ in terms of philosophy and program emphasis, but they also differ in terms of their sponsors. Camp sponsors can be classified into three categories: government sponsored, agency or organization, private or independent enterprises. Following is a brief explanation of each of these classifications of sponsors.

Government-Sponsored - Government agencies act on behalf of the public. They use tax funds to support the camp programs. Thus, the camp programs are generally free of charge or have a nominal fee attached for users and are provided as a public service. Government sponsors can be at the federal, state, or local levels. Examples of government sponsors are municipal recreation departments, park commissions, school systems, welfare departments, and state-owned hospitals.

Agency or Organization - Agencies and philanthropic organizations provide services which supplement the work done by the government and schools. They are not tax supported, but they may have some revenue from public funds. They often receive support through voluntary donations. Examples of group-work agencies which sponsor camps include YMCA, YWCA, Boy Scouts and Girl Scouts of America. Salvation Army, the Easter Seal Society for Crippled Children and Adults, neighborhood settlement houses, churches, and fraternal organizations.

Private or Independent - are usually operated for a profit. They are open to the public and charge set fees for services. The owners may be one or two people or a group of people who have formed a corporation.

Clientele

The clientele served can also be used to differentiate camps. Age groups served, camper capacity and characteristics of the camper population vary widely among organized camps.

---

*American Camping Association definition.

Unit 1.2

Organized camps serve a variety of age groups from toddlers to senior citizens. In some camps, age groups are mixed while in others only peer camping is conducted.

The capacity of camps also varies. A small camp is generally one that serves less than 75 campers at one time; a medium sized camp has a capacity of from 75 to 150 campers; and a large camp serves over 150 campers during the session.

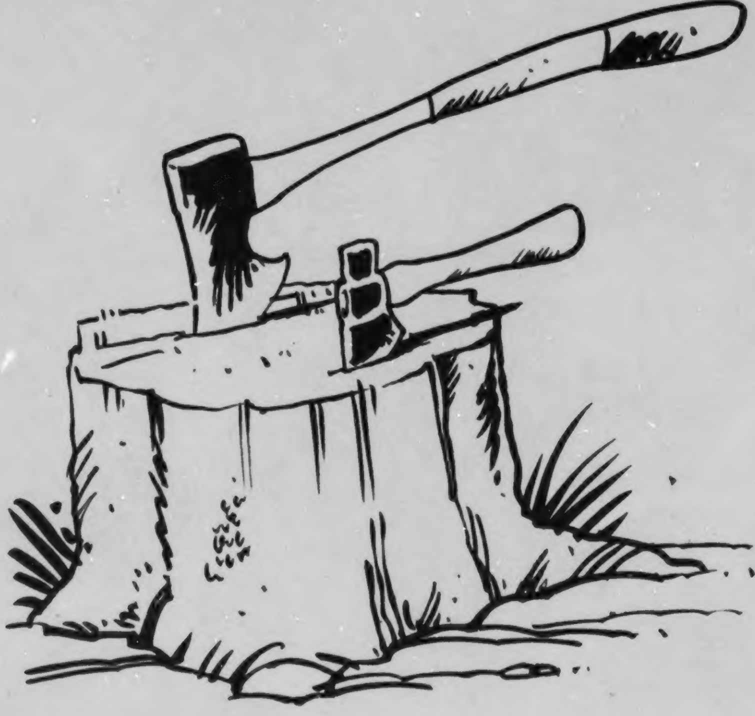
In terms of the characteristics of camper clientele, there are two major types of camps, segregated and integrated. The segregated camp serves only one population; i.e., physically disabled, mentally retarded, mentally ill, learning disabled, disadvantaged, "normal". The integrated camp serves special campers along with "normal" campers or serves more than one special population.

The majority of camps serving the physically disabled are for children and young adults and have a small or medium capacity. Many disabled individuals, who function individually and who need few special services, attend camps of their own choice, but individuals who are more severely impaired are often limited to attending segregated camps which are operated exclusively for disabled individuals.

Scope of Program

In the past, most organized camps operated programs only during the summer months. However, the increased demand for camping services coupled with the need to justify large capital outlays for camp facilities has provided the impetus for year-round camping programs. It has been predicted that in the near future more and more camps will offer programming throughout the year. At present, the majority of camps operate primarily in the summer, but the summer season is gradually being stretched to include the warm weather months from late spring into early fall.

Worksheets



Unit 1.2

Terminology Game

Directions: Read each definition and determine the term which it defines. Write the term in the space provided by the definition, one letter per slot. For those letters with numbers beneath them, transfer that letter to the corresponding space in the quote. When you are finished, you will have spelled out a quote from an ACA publication (Camping Creates Community, p. 10.)

A sustained experience in group living in the out-of-doors in which campers go for an established period and return each day to their homes and which utilize trained leadership and the resources of the natural surroundings.

___	___	___	camping
	29		

An organized program for families in a resident setting in the out-of-doors which utilize trained leadership and the resources of the natural surroundings.

___	___	___	___	___	___	camping
27	39	1	10	7		

A camping experience in a remote area in which campers are expected to forage for themselves.

___	___	___	___	___	___	___	___	___	camping
16		44	48	50		70		43	

A sustained experience in group living in the out-of-doors in which campers live at one site two or more consecutive nights. It utilizes trained leadership and the resources of the natural surroundings to contribute to camper's growth.

___	___	___	___	___	___	___	___	camping
42		45	15		31	23	17	

A sustained experience in which a teacher and his pupils leave the classroom to live at one site two or more consecutive nights in an outdoor setting while carrying out a program of learning activities related to the school curriculum.

___	___	___	___	___	___	camping
4		14	33		60	

Unit 1.2

A residential camp, day camp, or a combination of the two in which the chief objective is to develop a particular skill or talent.

13 68 74 57 ___ 62 73 72 12 ___ ___ ___ 76 54 40 camping

Programs wherein a group which is mobile, uses transportation to move as a group from one site to another over two or more days for experiences in different environments.

9 ___ 20 ___ 26 ___ camping

A camp which serves only one population, i.e., physically disabled, mentally retarded, mentally ill, "normal".

53 ___ ___ 5 ___ ___ 47 24 ___ 67 camp

A camp which serves "special" campers along with "normal" campers or serves more than one special population.

58 66 ___ 56 ___ 34 59 61 ___ ___ camp

A camp program operated in the spring, fall and winter as well as the summer.

___ 6 65 ___ 28 11 41 38 ___ camp

Camp sponsors who are supported by tax monies. They may be federal, state, or local.

75 18 ___ ___ 69 3 30 ___ 21 ___ agencies

Camp sponsors who supplement the work done by the government or schools. They are usually supported by voluntary contributions.

___ 52 ___ ___ 46 ___

or 36 ___ ___ 8 ___ ___ ___ ___ ___ ___ ___ ___

Unit 1.2

Camp sponsors who usually operate camp programs for a profit.

$\overline{49}$ ___ $\overline{22}$ $\overline{71}$ $\overline{2}$ ___ ___ enterprise

QUOTE

$\overline{1}$ $\overline{2}$ $\overline{3}$ $\overline{4}$ $\overline{5}$ $\overline{6}$ $\overline{7}$ $\overline{8}$ $\overline{9}$ $\overline{10}$ $\overline{11}$ $\overline{12}$ $\overline{13}$ $\overline{14}$ $\overline{15}$ $\overline{16}$

$\overline{17}$ $\overline{18}$ $\overset{M}{\overline{19}}$ $\overline{20}$ $\overline{21}$ $\overline{22}$ $\overline{23}$ $\overline{24}$ $\overset{H}{\overline{25}}$ $\overline{26}$

$\overline{27}$ $\overline{28}$ $\overline{29}$ $\overline{30}$ $\overline{31}$ $\overset{W}{\overline{32}}$ $\overline{33}$ $\overline{34}$ $\overset{K}{\overline{35}}$ $\overline{36}$ $\overset{F}{\overline{37}}$

$\overline{38}$ $\overline{39}$ $\overline{40}$ $\overline{41}$ $\overline{42}$ $\overline{43}$ $\overline{44}$ $\overline{45}$ $\overline{46}$ $\overline{47}$ $\overline{48}$ $\overline{49}$ $\overline{50}$ $\overset{N}{\overline{51}}$ $\overline{52}$ $\overline{53}$

$\overline{54}$ $\overset{P}{\overline{55}}$ $\overline{56}$ $\overline{57}$ $\overline{58}$ $\overline{59}$ $\overline{60}$ $\overline{61}$ $\overline{62}$ $\overset{S}{\overline{63}}$ $\overset{K}{\overline{64}}$ $\overline{65}$ $\overline{66}$ $\overline{67}$

$\overline{68}$ $\overline{69}$ $\overline{70}$ $\overline{71}$ $\overline{72}$ $\overline{73}$ $\overline{74}$ $\overline{75}$ $\overline{76}$

Answers

day
family
primitive
resident
school
special interest

travel
segregated
integrated
year-round

government
agency or
organization
private

"Man's relationship to man in the framework of nature is camping's special task and privilege.

Module 1

An Orientation to Camping and the Camp

Unit 1.3 a

General Camp Practices
(college course)

Content Outline

III. Staffing

- A. Organizational Structure
- B. Staff Roles and Responsibilities
- C. Conditions of Employment/Remunerations
- D. Staff Conduct

IV. Operating Procedures

- A. Communications
- B. Handling Financial Matters
- C. Opening and Closing Day Procedures
- D. Dining Hall Procedures
- E. Emergency Procedures
- F. Miscellaneous Procedures

V. Program

- A. Program Defined
- B. Daily Program Schedule
- C. Program Specialities
- D. Unit Program
- E. Special Events
- F. Effect of Goals and Objectives on Program Content
- F. Decentralized vs. Centralized Camping

Trainee Information

There are eleven (11) performance objectives which you must be able to do before completing this unit. To help you successfully complete the objectives a variety of activities have been developed. A written post test must be passed to successfully complete this unit of instruction.

Unit 1.3 a

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

10. Given the following camp positions: camp director, program director, program specialist, unit director, camp counselor, maintenance supervisor, camp nurse, food service personnel and business office worker; draw an organizational chart.

11. List three major job responsibilities of a camp counselor.

12. Given a list of jobs, identify position titles of the staff members who perform those jobs.

13. List the conditions of employment, salary levels and general rules and regulations to expect when applying for a camp counselor position.

Trainee Information

To help you accomplish performance objectives 10-13 you must complete both of the following learning activities.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. Attend a lecture given by your trainer or designated person on camp staff organization, job descriptions, conditions of employment, and general camp rules and regulations.

and

1b. In the readings there is a section on staff and personnel policies; read this section and take notes to assist you in completing the performance objectives.

Unit 1.3a

Performance Objective

14. From a list of possible camp operating procedures, select four out of five procedures which a camp counselor should know.

Trainee Information

To help you accomplish performance objective 14 you must complete both of the following learning activities.

Learning Activities

2a. In the reading section for this unit, read and take notes on those things which will help you achieve the performance objectives on camp operation procedures.

2b. Attend a lecture given by your trainer or designated person pertaining to camp operating procedures.

Unit 1.3 a

Performance Objectives

15. Define in your own words the term "program" as commonly used in camping and as defined in the readings or suggested references.

16. Given a list of possible purposes for a daily schedule, identify the actual purposes of the daily schedule.

17. Describe the program specialty activities, unit activities and special activities which make up a camp program. The description should include information on the type of activities, the staff member who has primary responsibility for planning and conducting the activities and the campers who participate.

18. In your own words, explain the relationship between camp objectives and camp program activities.

19. Given a list of areas and facilities, identify those areas and facilities commonly found in resident camps.

20. Given a list of descriptive statements, identify those which describe a centralized camp and those which describe a decentralized camp.

Trainee Information

To help you achieve the performance objectives you must complete one or more of the following activities.

Learning Activities

3a. Read the following section on "Program" and "Area and Facilities." Take notes on those things which will help you achieve the performance objectives.

or

3b. Read from the list of references for unit of instruction 1.3. Take notes which will help you achieve the performance objectives.

or

Unit 1.3a

3c. Attend a lecture given by the trainer or designated person on camp program, area and facilities. Taken notes to help you achieve the performance objectives.

Enriching Activities

(The enriching activities are planned for the trainees who have experience with general camp practices. These activities allow them to use their past training to help others or as a basis to increase their knowledge.)

1. View films which depict a variety of camp programs. Write a one or two page paper comparing and contrasting the different program philosophies and activities.
2. Write to five different camps to obtain copies of their staff manuals. Write a two to three page paper comparing and contrasting the different philosophies, job descriptions, organizational charts, etc.
3. Visit three different types of camps. With each camp's director, discuss the camp's philosophy, programming, area and facilities, job descriptions, organizational chart, etc. Write a short paper discussing the camps' commonalities and differences.

Evaluation Criteria

Turn to the post test for this unit. You must pass the written post test with 90 percent accuracy before going on to Module 2.

References

Mitchell, A. Viola, Julia D. Robberson, and June W. Obley. Camp Counseling. 5th ed. Philadelphia: W. B. Saunders Company, 1977. pp. 80-82, 187-220.

Shea, Thomas M. Camping for Special Children. St. Louis: The C. V. Mosby Company, 1977. pp. 131-148.

Shivers, Jay S. Camping Administration, Counseling, Programming. New York: Appleton-Century-Croft, 1971. pp. 28-76, 179-190.

Readings

Unit 1.3a

Staffing

Organizational Structure

Within the organized camp, there are three categories of staff. They are administration, programming and support staff.

The administrative category consists of the camp director and possibly an assistant camp director. The role of personnel at this level is to execute the policies of the sponsoring agency. Primary concerns of the administrative staff focus on operating and maintaining the facilities and property, supervising business and financial operations, staffing the camp, designing and coordinating the overall program, recruiting campers, maintaining camp rules and regulations, operating a public relations program and training and supervising all staff. The administrative staff is ultimately responsible for all camp functions.

Program staff include the program director, program specialists, assistant program specialists, unit directors, counselors and assistant counselors. One of the problems in describing this particular staff category is the lack of uniform terminology. There are many other job titles used for program and counseling staff. However, anyone directly involved in executing the camp program and in supervising the campers' daily living experiences belongs in this category.

Support is the third category of camp staff. Support staff include medical personnel, food service workers, maintenance and housekeeping staff, and business or office workers. Their primary responsibilities are to provide the medical and logistical support needed for camp functioning. They are directly responsible to the administrative staff who coordinate their services with the program staff.

As seen in the accompanying organizational charts, there are supervisory and subordinate staff within each of the categories. There is also a definite line of responsibility from the camp director on down to the assistants in each of the categories. This line of responsibility is followed downward for directives and upward for suggestions, complaints, and reporting information about functioning within a category. These charts are generalized organizational charts and the specific job titles and categories may not be applicable to all camps.

Unit 1.3 a

Staff Roles and Responsibilities

Space does not permit a lengthy discussion of every staff member found in organized camps. Additional reading is recommended for those who desire more detailed information. Mitchell, Robberson and Obley's Camp Counseling and Shiver's Camping Administration, Counseling, Programming are excellent references in this area.

Camp Director - The general administrative aim of a camp director is to develop, organize, manage and supervise the personnel, physical, and fiscal resources of the camp in order to meet the objectives that have been specified. The camp director is also responsible for evaluating camp programs and operations.

Assistant Camp Director - As the title implies, the general aim of the assistant camp director is to assist the camp director in the day-to-day operations of the camp and to assume the responsibilities of the director when he or she is absent. In some camps the assistant director has the primary responsibility for supervising the functioning of support staff. In other camps the assistant director may handle the direct supervision and coordination of program and support staff.

Program Director - The general aim of the program director is to supervise program and counseling staff and coordinate their work with the support staff. The program director is directly responsible to the camp director concerning all program and counseling matters. Specific responsibilities include developing the daily schedule of events, assisting in pre-camp planning and staff training, and evaluating program staff and operations.

Program Specialist - The general aim of the program specialist is to be responsible for all phases of operation pertaining to a particular program such as arts and crafts and waterfront activities so that safety and maximum utilization of program areas is obtained. Responsibilities include: developing the program, ordering supplies, maintaining areas and equipment, instructing and supervising staff and campers, scheduling and coordinating activities and special events, preparing reports and inventories and evaluating. The program specialist is directly responsible to the program director.

Unit Director - The general aim of the unit director is to supervise the operation of one to six cabin or tent groups. The unit director works under the direction of the program director. He or she assists counselors in planning their work and provides technical assistance and support in the unit programs. He or she is also responsible for all records and reports to be obtained from the counselors assigned to him or her.

Unit 1.3a

Camp Counselor - The general aim of the camp counselor is to plan and supervise camping experiences for an assigned group of campers, under the direction and supervision of specified administrative or program staff, and to do related work as required such as maintain a pleasant, clean and safe environment; be responsible for campers' personal needs, conduct and safety; prepare reports and inventories; and work cooperatively with all camp staff to enhance the overall camping experience. The camp counselor is directly responsible to the unit director.

Camp Nurse - The general aim of the camp nurse is to provide health services essential to the camp operation. Acting under the standing orders of a doctor, the nurse performs remedial measures for illness and injuries. In addition, the nurse routinely inspects campers for signs of health deterioration, parasite infection or disease. The nurse reports to the resident physician or the camp director if there is no resident physician.

Maintenance Supervisor - The general aim of the maintenance supervisor is to provide general maintenance and repair services essential to the efficient and effective day-to-day camp operation. The maintenance supervisor is directly responsible to the camp director. He or she may have supervisory duties if assistants are on staff.

Food Service Supervisor - The general aim of the food service supervisor is to supervise and coordinate all activities of kitchen personnel and to handle the administration of food service such as ordering food supplies, evaluating meals and planning work schedules. Except in the larger camps where administrative duties consume the full-time attention of the food service supervisor, he or she also participates in the preparation of meals. The food service supervisor is directly responsible to the camp director.

Business Manager - The general aim of the business manager is to handle all bookkeeping, accounts, transactions, disbursements and supervise the business office. He or she reports directly to the camp director.

Camp Secretary - The general aim of the camp secretary is to provide secretarial services essential to the efficient and effective day-to-day business operations of the camp. He or she operates the office, handles the mail, types business and program manuscripts and reports and, if there is no business manager, handles the bookkeeping. The secretary is responsible to the business manager or, if there is none, to the camp director.

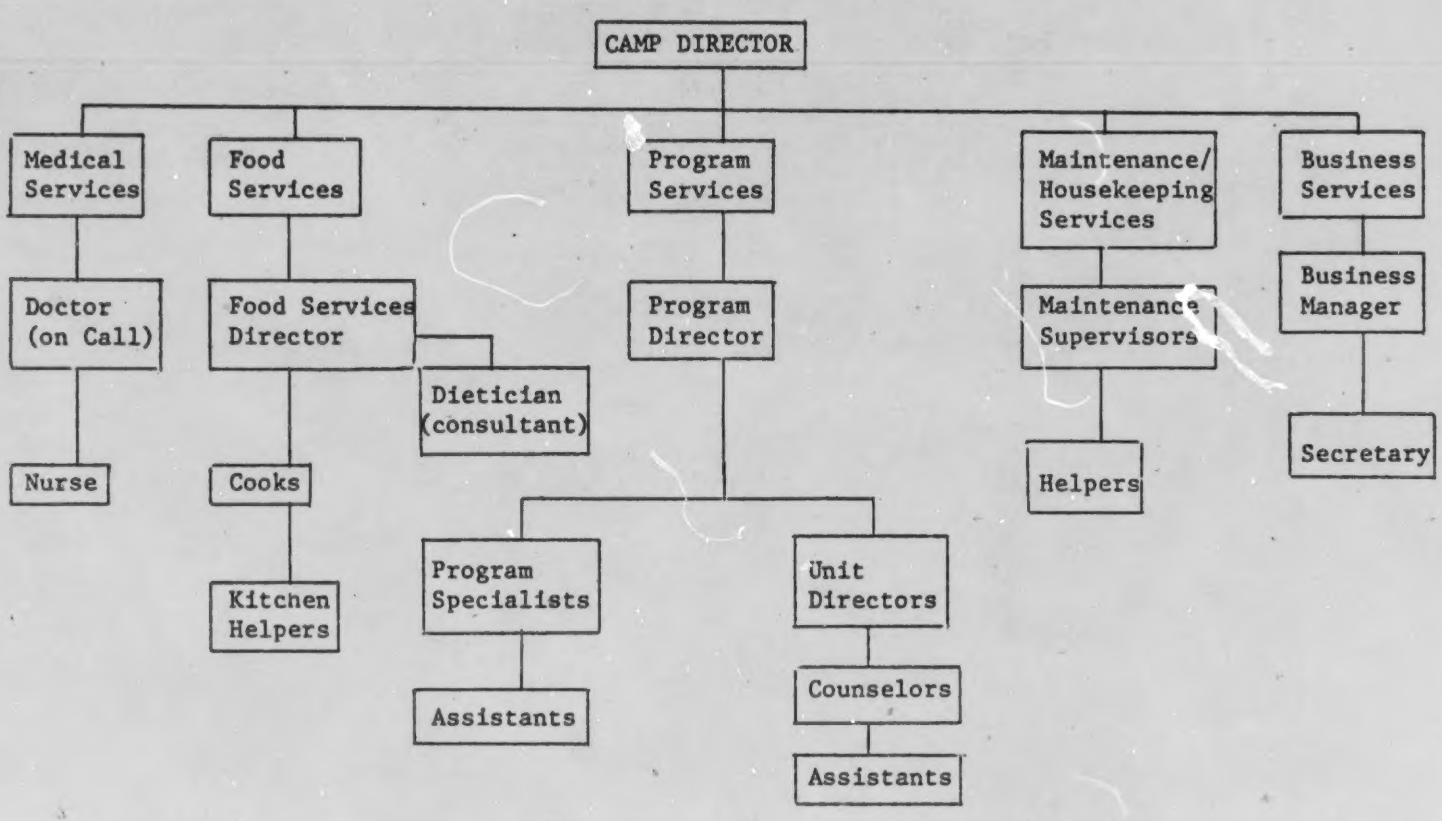
Unit 1.3 a

Personnel Policies

Every member of the camp staff should be aware of his or her job responsibilities and duties as presented in the job description and in the job contract. In addition, the employee needs to know the conditions of employment and compensation involved. Conditions of employment include length of employment, time-off policies and reasons for termination of employment from the camp. Compensation may include salary, housing, meals and insurance coverage. Most camps provide this information in their recruitment materials. However, if it is not included, it is the responsibility of the prospective employee to ask about it.

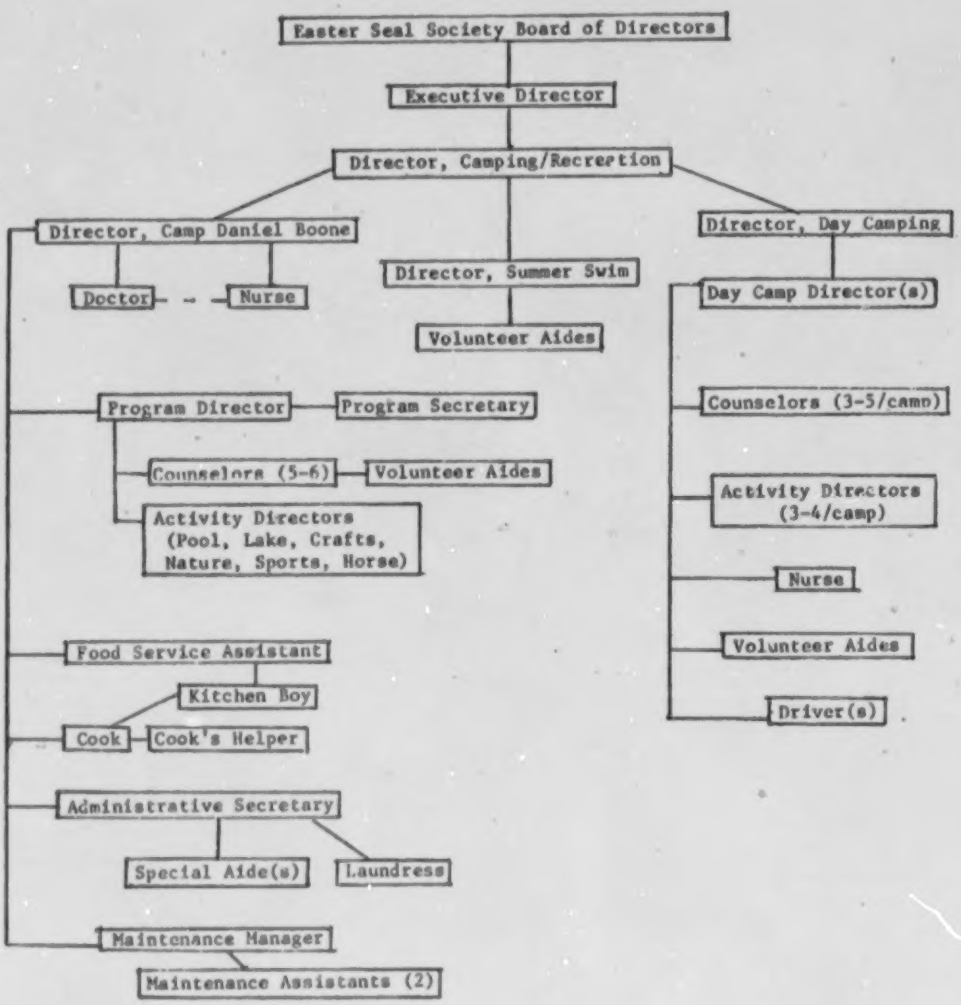
Special attention should be paid to the camp rules and regulations pertaining to staff conduct. Most camps have specific rules concerning alcoholic beverages, smoking areas, curfew hours and general demeanor of the employees, particularly for the camp counselor. These rules are not unreasonable, rather they are an absolute necessity to protect the welfare of the camper. The conduct of the camp counselor directly affects the camper, both mentally and physically. Camp counselors who are not willing to abide by these rules should expect instant dismissal.

Unit 1.3a

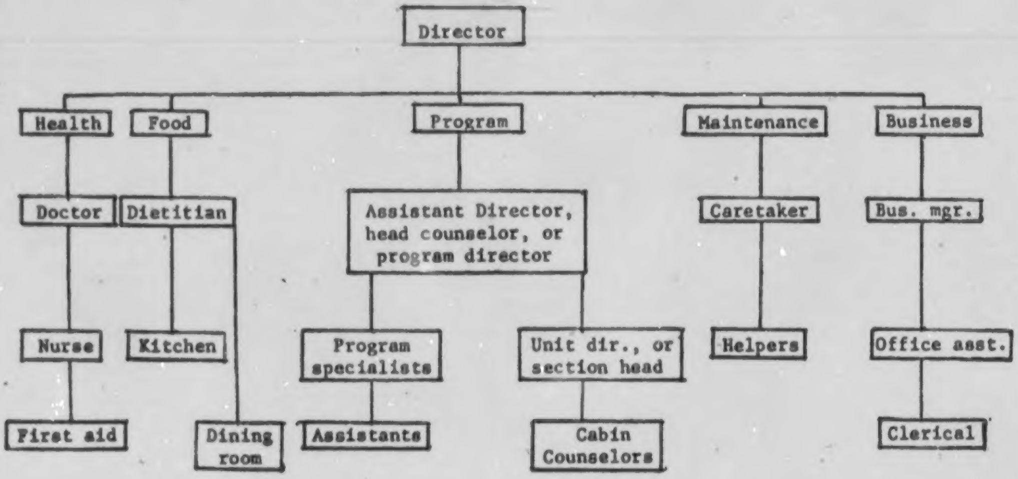

CAMP DIRECTOR
Medical Services
Food Services
Program Services
Maintenance/ Housekeeping Services
Business Services
Doctor (on Call)
Food Services Director
Dietician (consultant)
Program Director
Maintenance Supervisors
Business Manager
Nurse
Cooks
Kitchen Helpers
Helpers
Secretary
Program Specialists
Assistants
Unit Directors
Counselors
Assistants

Camp Organizational Chart

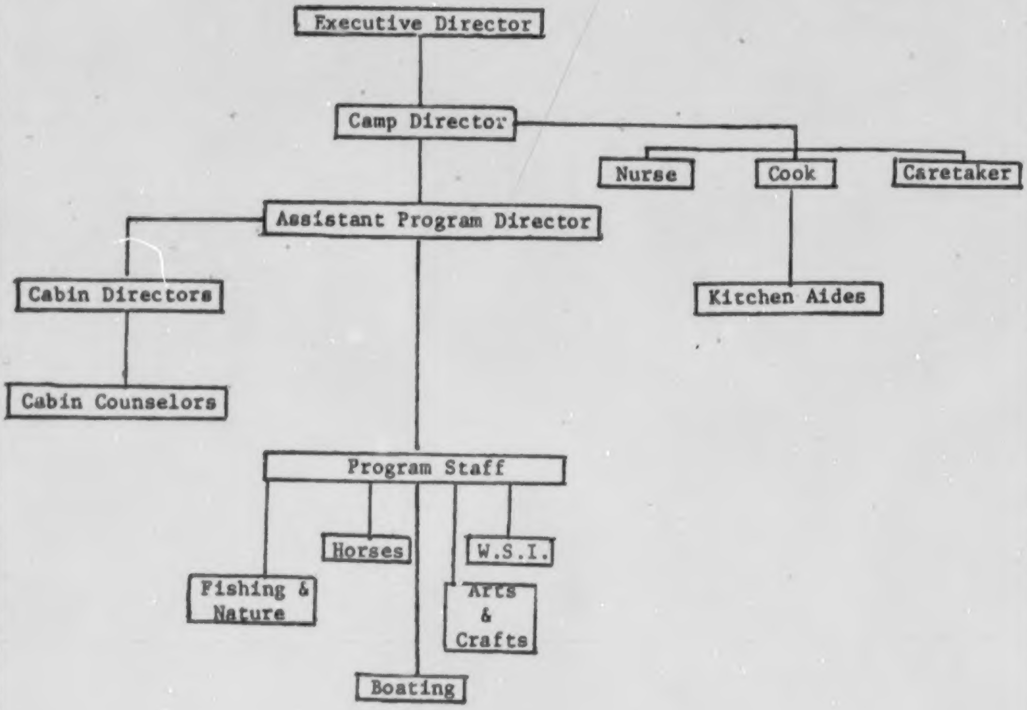
ORGANIZATION CHART - DEPARTMENT OF CAMPING/RECREATION


Easter Seal Society Board of Directors
Executive Director
Director, Camping/Recreation
Director, Camp Daniel Boone
Director, Summer Swim
Director, Day Camping
Doctor
Nurse
Volunteer Aides
Day Camp Director(s)
Program Director
Program Secretary
Counselors (3-5/camp)
Counselors (5-6)
Volunteer Aides
Activity Directors (3-4/camp)
Activity Directors (Pool, Lake, Crafts, Nature, Sports, Horse)
Nurse
Food Service Assistant
Volunteer Aides
Kitchen Boy
Driver(s)
Cook
Cook's Helper
Administrative Secretary
Special Aide(s)
Laundress
Maintenance Manager
Maintenance Assistants (2)

A Camp Staff Organization Chart


Director
Health
Food
Program
Maintenance
Business
Doctor
Dietitian
Assistant Director, head counselor, or program director
Caretaker
Bus. mgr.
Nurse
Kitchen
Program specialists
Unit dir., or section head
Helpers
Office asst.
First aid
Dining room
Assistants
Cabin Counselors
Clerical

CAMP STRUCTURE


Executive Director
Camp Director
Nurse
Cook
Caretaker
Assistant Program Director
Cabin Directors
Kitchen Aides
Cabin Counselors
Program Staff
Horses
W.S.I.
Fishing & Nature
Arts & Crafts
Boating

Unit 1.3a

Camp Operating Procedures

Channels of Communication

Every camp has a predetermined set of procedures which facilitate its day-to-day operations. Staff members need to be thoroughly familiar with these procedures prior to the first day of camp.

One of the most important procedures which the counselor needs to know is how communications with other staff are to be conducted. How do you find out about schedule or night duty changes? To whom and in what manner do you relay complaints and suggestions about the program or about the meals? How do you request assistance with your unit activities? How do you get assistance in dealing with a problem camper? Where and to whom do you turn in maintenance requests? Or do you turn in maintenance requests? How can you get costumes for a skit or food for a cook-out? What do you do when you need transportation for an activity? Who and how do you ask for more toilet paper or program supplies? These are just a few of the questions which will come up during camp for which the counselor should know the answers.

In general, formal communications in camp are kept to a minimum. Few communications are in writing. Directives from the camp director or program director often come in the form of announcements during staff meetings or meals. Complaints, suggestions and requests for assistance are usually presented to one's immediate supervisor in an informal conversation. In the cases of maintenance, food, transportation and supply requests, there may be a need to fill out a form or write a memo. Information about communication procedures for a specific camp can usually be found in the staff manual.

Unit 1.3 a

Program

What Is Program?

Program is everything that the camper does while at camp. It is performing housekeeping chores, planning a unit project, talking to a friend before falling asleep, attending a swimming class and watching another unit perform a skit. It is the planned activities, and it is the casual happenings that occur in each day. Program is every phase of camp life.

A good camp program reflects the camp's goals and objectives by providing a well-rounded and flexible schedule of activities. It includes a balance of activities in various skill areas: free time periods for relaxation, socializing or individual endeavors; adequate rest periods; and sufficient time to complete housekeeping chores and personal hygiene tasks. Portions of the program are planned by the campers. Portions of the program are planned by staff. And portions of the program are spontaneous activities that compliment the mood and momentary needs of the campers. The activities for the most part capitalize on the natural environment, providing experiences indigenous to the out-of-doors.

The Daily Program Schedule

The daily program schedule is the framework within which the camp program is conducted. It is not a rigid listing of activities, rather it is a flexible time schedule that provides boundaries for activities so that coordination between units can be ensured and so that health and safety factors can be monitored. The following daily program schedule is a general schedule which could be used in a camp for physically disabled children and adults. The program is very loose with each camper living group determining what their activities will be during the periods from 10:00-12:00 and 2:30-5:00.

Daily Program Schedule 1

7:30	Reveille
8:30	Breakfast and announcements
9:30	Dorm clean-up and camper care
9:45	Flag raising
10:00	Program areas open
12:00	Program areas close
12:15	Lunch and announcements

Unit 1.3 a

1:00	Campers' rest period
2:30	Program areas open
5:00	Program areas close
5:45	Chow and announcements
7:00	Evening program (all camp or unit activities)
8:30	Children's taps
9:00	Teenage and adult taps
11:00	Counselors in rooms and lights out

A daily program schedule could also look like the following one which was designed for a small camp serving children with cystic fibrosis. The program is more structured than the previous one. There are five activity periods each day through which the camper units rotate. These activity periods are crafts, nature activities, fishing/organized games, boating/swimming, unit meetings, and camp craft. The evening program consists of either an all camp or unit activity such as a camp fire, square dancing, skit presentation, or a snipe hunt. This schedule also includes the treatments needed by children with cystic fibrosis, however, they are built into the program so that they do not interfere with the recreational activities.

Daily Program Schedule 2
Unit #1

7:00	Rise and Shine
7:15	Postural drainage treatments
8:00	Breakfast
8:45	Cabin clean-up
9:00	Activity Period 1 (Unit #1 - Crafts)
10:00	Activity Period 2 (Unit #1 - Swimming/Boating)
11:00	Activity Period 3 (Unit meeting campcraft instruction)
12:00	Lunch
2:30	Activity Period 4 (Unit #1 - Fishing/Organized games)
3:30	Activity Period 5 (Unit #1 - Nature)
4:30	Postural drainage treatments
5:45	Dinner
6:30	Special interest groups
7:45	Campfire and evening program
9:00	Lights out
9:30	Staff Meeting (when called)

Program Specialities

Within the camp program, there are activities which are under the direction of a program specialist in which all campers may participate. Some of the more commonly found program specialties are described in the following:

Arts and Crafts - Arts and crafts activities in camps are designed to use native materials and the natural inspiration of the camp setting. Projects may range from elementary to complex, allowing the individual campers to participate at their own level of interest and skill. Examples of simple arts and crafts activities are making mobiles from natural materials, creating collages and spatter painting. More involved activities include basketry, weaving, wood carving and pottery making.

Aquatics - Aquatic activities include swimming, diving, lifesaving and boating. Activities may be geared for skill development or just plain fun. However, in all aquatic activities safety is a primary concern. These activities should only take place when qualified staff in adequate numbers are available.

Nature Lore - The study and enjoyment of nature is an integral part of the camp program. Collecting, identifying and observing are common types of activities which combine learning and fun. Nature lore activities offer the campers the opportunity to use all their senses. Sights, sounds, smells, touches and tastes of nature are all used to heighten awareness of the environment and the interrelationship of all living things.

Outdoor Living Skills - Campcrafts are among the most popular camp activities. Trail blazing, fire building, lashing and other wilderness survival skills belong in this category of activities. Even in the less primitive camps, one or two nights under the stars are planned for the camper in which they can test their campcrafter skills.

There are innumerable other program specialties which a camp can offer. Athletics, riding, archery, riflery, music, drama and dance are only a few examples.

There are various methods of conducting activities in the program specialty areas. In more structured camps, each living unit or individual camper is scheduled to attend a designated activity at a given time. The activities are planned and conducted by the program specialist in a specified area or facility of the camp, i.e., the crafts center, the nature hut. In less structured camps, living units plan and conduct their own activities. The program specialist supplies materials and equipment. He or she may also provide ideas and advice on activities, and may on occasion teach a specific skill. The designated program area may or may not be used depending on the activity.

Unit 1.3a

There are advantages and disadvantages of both methods. The more structured method is the more efficient of the two for coordinating material, equipment, staff and facility use. However, the less structured method is the more flexible of the two in terms of meeting the individual interests and needs of the campers. In addition, the less structured method allows for greater integration of all of the individual camper's activities.

Unit Activities

Unit activities are those activities which are supervised by the living unit counselors and in which only members of the living unit participate. Unit activities include activities of daily living, housekeeping, unit service projects, group discussions and unit recreational activities. The unit recreational activities may be arts and crafts, dance, drama, hobbies, sports, games, music, nature lore, campcrafts or social activities. They can be highly structured activities, but usually they are more informal than the program specialty activities in these areas.

Each unit's activities will be largely dependent on the skills and interests of the counselors and the campers. The counselor with a broad knowledge of activities will naturally have a more diverse program than the novice. However, rainy day activities, low organization games, storytelling and camp songs should be part of every counselor's storehouse of knowledge.

Special Events

Special events are those activities participated in by the whole camp and planned by a committee of staff and campers. They are not everyday occurrences. Rather, they are special treats which add zest to the camp schedule. There are a variety of special events used in camping. They usually fall into one of the following categories:

Demonstrations of skills - Activities are planned to allow campers to show off the skills which they acquire at camp such as archery, canoeing, folk dancing and campcrafts.

Exhibitions - Campers' collections and project products are displayed for other campers to view.

Tournaments - Field days, swimming meets, boat races and fishing contests are included in this category.

Unit 1.3a

Mass group participation - All campers perform at the same time in dancing, singing, gymnastics, etc.

Social activities - Dances, parties and banquets are included in this group.

Spectacular displays - These include pagents, carnivals and circuses.

Traditional activities - All-camp campfires, visitors' day, recognition ceremonies, and other activities which are traditions in the camp are included in this category.

Camp Objectives and the Camp Program

Program specialty activities, unit activities and special events are not just picked at random. Rather, they are specifically designed to achieve camp objectives. Activities are selected that will facilitate the fun, social adjustment, learning or physical development that is desired. Thus, the planners of the program must be constantly aware of the objectives of the camp and the potential effects of activities on the campers.

Unit 1.3a

Camp Area and Facilities

Common Areas and Facilities

The areas and facilities which a camp needs are determined by the program to be offered, the number of campers to be served and the special needs of the campers. However, for all camps, simplicity is the key word in the physical design. The topography is altered as little as possible and the facilities are kept to a minimum and are built to be merely functional. Otherwise, camping would turn into resort vacationing.

Areas and facilities usually included are camper living quarters, an infirmary, sanitary facilities (showers and bathrooms), administration structures, service areas for maintenance, a dining hall and kitchen, activity structures and recreational areas. The camp structures may be tents or permanent buildings. If permanent buildings, they are usually made of native materials and are designed to conform to the terrain, using the natural contours and resources of the land when possible.

Camp Layout

In recent years as camps have enlarged, there has been a trend to get away from centrally built camps. The centralized camp is one in which living quarters are arranged in straight lines on either side of a central street or in a circle or square with common use facilities centrally located. The alternative, the decentralized camp, breaks up the large camp into small living units which are situated in segregated areas. Each unit has its own sanitary facilities, campfire circle, outdoor grill and perhaps, activity shelter. The living units are arranged roughly in a circle or semicircle with the all-camp facilities in the center.

The advantages of the centralized camp are that it is easily administered and that it exposes the camper to a variety of people of different ages and interests. The disadvantages are that it demands regimentation, strict routine and conformity. A camper could easily get lost in the crowd in a centralized camp. In the decentralized camp, the camper has the advantages of small group living. Each camper is given individual attention and support. Thus, his or her problems and progress can be more easily noticed. He or she also has the opportunity to play an integral role in the group, to take part in group decision-making and to assist in planning his or her own activities.

Module 1

An Orientation to Camping and the Camp

Unit 1.3b

General Camp Practices
(pre-camp training)

Content Outline

III. Employing Camp Information

- A. Philosophy
- B. Goals and Objectives
- C. Sponsor
- D. Type of Organization
- E. Clientele
- F. Scope of Program
- G. History

IV. Staffing

- A. Organizational Structure
- B. Staff Roles and Responsibilities
- C. Conditions of Employment/Remunerations
- D. Staff Conduct

V. Camp Operating Procedures

- A. Communications
- B. Handling Financial Matters
- C. Opening and Closing Day Procedures
- D. Dining Hall Procedures

VI. Program

- A. Program Defined
- B. Daily Program Schedule
- C. Program Specialities
- D. Unit Program
- E. Special Events
- F. Effect of Goals and Objectives on Program Content
- G. Decentralized vs. Centralized Camping

Trainee Information

There are twelve (12) performance objectives which you must be able to do before completing this unit. To help you successfully complete the objectives, a variety of activities have been developed. A written post test must be passed to successfully complete this unit of instruction, 1.3.

Unit 1.3b

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

10. In your own words, write the philosophy of your camp.

11. List the goals and objectives of your camp.

12. Describe the type of organization, sponsor, clientele, scope of program and history of your camp.

Trainee Information

In order to complete performance objectives 10, 11 and 12, you must complete one or more of the learning activities.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. Read the section in your staff manual on philosophy, goals and objectives. Then read the section on sponsor, clientele, scope of program and the history of the employing camp. Make notes to help you achieve the performance objectives.

1b. Attend a discussion with the camp director on the philosophy, goals and objectives, type of organization, sponsor, clientele, scope of program and history of the camp. Take notes to help you achieve the performance objectives.

Unit 1.3 b

Performance Objectives

13. Given the organizational chart of your employing camp, fill in the name of the appropriate person under the job title.

14. Given a complete description of your job, write your responsibilities with 100 percent accuracy.

15. Given a list of responsibilities, identify the staff member in a resident camp to whom each responsibility belongs.

16. Write a description of the conditions of your employment with the camp and the remuneration for the job as described by your employer.

17. List with 100 percent accuracy the written rules and regulations pertaining to staff conduct in your camp.

Trainee Information

To help you accomplish performance objectives 13-17 you should complete any four of the following learning activities 2a and 2b or 2c and 2d and 2e.

Learning Activities

2a. Draw an organizational chart for your camp or use the one given to you by your trainer. With the other staff members, discuss each one's job title and their responsibilities. Take notes which will help you accomplish the objectives and write each staff person's name with the appropriate job title.

and

2b. Read the job descriptions in your staff manual. Attend a discussion pertaining to job descriptions and responsibilities with the camp director.

or

Unit 1.3b

2c. Discuss your job with staff members who have same or similar jobs. From your discussions and information from the staff manual, make a list of your responsibilities.

and

2d. Prior to camp you should have received a contract which states the conditions of your employment and remuneration. Read and review your contract thoroughly; if there are any questions, be sure and talk with your camp director immediately.

and

2e. Read the rules and regulations pertaining to staff conduct in your camp. Attend a discussion on these rules and regulations; if you have any questions while reading, make a list and ask them during the discussion.

Unit 1.3b

Performance Objective

18. Describe and follow your camp's procedures for a) communication with supervisory and support staff; b) handling money; c) opening and closing day; d) mealtime; e) bedtime; f) lost campers; g) fires; h) natural disasters; i) medical; j) camper coverage; k) staff meetings; l) mail, phone calls, laundry and visitors.

Trainee Information

To help you accomplish performance objective 18 you must complete one (1) or more of the following learning activities.

Learning Activities

3a. Read in your staff manual the information provided which explains specific camp procedures.

3b. With the camp director and/or a designated staff member, participate in a discussion concerning camp operating procedures.

Unit 1.3b

Performance Objectives

19. Define the term "program" as commonly used in camping and as defined in your camp manual.

20. Outline a typical daily schedule for your camp.

21. In your own words, explain the philosophy and objectives of your employing camp in relationship to the activities of the camp program.

Trainee Information

To help you accomplish performance objectives 19-21 you must complete one (1) or more of the following activities.

Learning Activities

4a. Read the section on camp program in your camp manual. As you read the material, make notes which will help you achieve the performance objectives for this unit.

4b. Participate in a group discussion outlining the program specialty areas, their benefits to campers, and their function according to the philosophy and objectives of camp.

Unit 1.3b

Enriching Activities

1. Write to another camp for a copy of their staff manual. Compare their philosophies, goals and objectives with your camp. Look at their job descriptions, personnel policies and camp organization and program. With your camp director, discuss the differences in the manuals and policies. If at all possible, arrange to visit the other camp and view their program.

2. The area of general program practices offers the opportunity for numerous creative activities. Possible projects include designing a camp site, creating a special event activity, making a poster or illustrating an emergency procedure or rules for camp counselor conduct. Talk with your camp director about your ideas before proceeding.

Evaluation Criteria

1. Before proceeding to Module 2, you must pass the post test for this unit, Unit 1.3b, of instruction with 90 percent accuracy. See the table of contents for the page number where the post test can be found.

or

2. A follow-up activity is planned for this unit of instruction. It is "going to a cookout" game which will be conducted during pre-camp orientation. The purpose of the activity is to help determine if you are able to apply the procedures that you have read about in this unit. If you fail to complete the game successfully, you must participate in a discussion with your camp director about the problems you had during the game.

Remedial Activities *(The remedial activities are planned for you if you have difficulty meeting the performance objectives and need additional practice or work.)*

Determine activities which would assist in your weak areas by reviewing items missed on the post test. Possible activities are additional readings; writing a referenced paper, or repetition of any of the original learning activities.

Unit 1.3 b

References

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Notes

Post Tests

Unit 1.1

Philosophy, Goals and Objectives of Camping

Post Test

1. True or False - Circle T if you feel the statement is true and F if you think the statement is false.

   T F People camp for a variety of reasons which are strictly personal to them.
   T F The conditions of the urban society do not have an influence on people's decision to camp.
   T F One of the reasons people camp is to pursue hobbies and activities in the out-of-doors.
   T F For children, fun is one of the chief motivating factors for going to camp.
   T F Camping offers to some a chance to promote family ties.

2. Which of the following descriptions is not true of organized camping?

   a. Takes place in the out-of-doors
   b. Offers a sophisticated lifestyle
   c. Uses trained leadership
   d. Democratic group living is practiced
   e. Provides a broad spectrum of activities from which to choose

3. Which of the following statements is true of a therapeutic camp, but not a recreational camp?

   a. The camp program is designed to contribute to the growth and well-being of the camper.
   b. The chief values stressed are outdoor recreation, camping skills, group living, and increased social responsibilities.
   c. Motor development is enhanced.
   d. Swimming may be prescribed to strengthen the extensors of the knee of a camper.

Unit 1.1 (continued)

4. List three principles of organized camping and state two benefits to the camper which can be derived from each principle.

   Principle ____________________
   Benefits ____________________
   ____

   Principle ____________________
   Benefits ____________________
   ____

   Principle ____________________
   Benefits ____________________
   ____

5. Circle all of the following items which could be objectives in an organized camp.

   a. To provide the campers an opportunity to develop aesthetic values
   b. To help campers develop academic skills
   c. To help campers become aware of their individual abilities and limitations
   d. To help campers develop decision-making skills
   e. To provide campers with opportunities for risk and adventure.

Unit 1.2

Types of Camp Programs

Post Test

Complete the following definitions.

1. A sustained experience in group living in the out-of-doors in which campers live at one site two or more consecutive nights is called ________________________ camping.

2. A sustained experience in group living in the out-of-doors in which campers go for an established period and return each day to their homes is called ___________________ camping.

3. Group-work agencies or organization sponsors are community organizations which supplement the work of public agencies but are supported primarily by ________________________________.

4. Camps which serve only one population are ____________ camps.

5. Camping which is offered in the summer, fall, winter and spring is called ____________________ camping.

Match the following terms with their distinguishing characteristics.

6. ____ primitive camping
7. ____ outdoor education
8. ____ special interest camping
9. ____ trip camping
10. ____ government sponsors
11. ____ commercial sponsors
12. ____ integrated camping

A. more than one population
B. school curriculum
C. different environments
D. profit making
E. remote areas
F. development of a particular skill
G. tax supported

True or False - Circle T if you feel the statement is true and F if you feel it is false.

13. T F Family camping refers to family campgrounds where only facilities are offered to transient campers.
14. T F A school camp can also be a day camp.
15. T F 4-H clubs are examples of a commercial agency sponsor.
16. T F Age groups served, camper capacity, and camper characteristics can be used to classify camps.
17. T F An example of group-work agency sponsors is the Easter Seal Society for Crippled Children and Adults.

Unit 1.2 (continued)

18. T F State mental hospitals are agency sponsors of camp programs.
19. T F Special interest camps may be day and/or residential camps.
20. T F In pioneer camps, campers are expected to forage for themselves.

Unit 1.3a

General Camp Practices

(college course)

Post-Test

1. Draw an organizational chart using the positions of camp director, program director, program specialists, unit director, camp counselor, maintenance supervisor, camp nurse, food service personnel and business office worker.

2. Write on the line the position title of the staff member who has primary responsibility for the job listed.

   a. camp injuries__________
   b. meal preparation__________
   c. crafts program__________
   d. evaluation of program staff__________
   e. supervision of counselors__________
   f. finances__________
   g. total camp operation__________
   h. equipment repair__________
   i. camper personal needs__________

3. List three (3) major job responsibilities for the camp counselor.

   a. __________

   b. __________

   c. __________

Unit 1.3 a (continued)

4. If you applied for a job as a camp counselor, briefly describe what you could expect for the following:

    a. conditions of employment ______________________________
    length of employment ______________________________
    hours off ______________________________
    reasons why you can be terminated ______________________

    b. compensative
    salary ______________________________
    staff benefits ______________________________

5. Define the term "program" as commonly used in camping.

6. Circle the purposes of a daily program schedule.

    a. framework of the camp program
    b. flexible time schedule which provides time boundaries for activities
    c. rigid listing of activities
    d. a means of coordinating activities
    e. a means to monitor health and safety

7. Using brief statements, complete the following chart:

	Campers Who Participate	Staff Member in Charge	Example of an Activity
Program Specialty Activities			
Unit Activities			
Special Events			

Unit 1.3 a (continued)

8. Explain briefly the relationship between the camp objectives and camp activities.

9. Circle the following areas and facilities which are found in resident camps.

   a. camper living quarters
   b. administrative offices
   c. kitchen, infirmary, and sanitary facilities
   d. service areas for maintenance
   e. recreational areas
   f. gift shop
   g. lounge
   h. activity structures

10. Circle the statements which describe a centralized camp.

    a. living areas in straight lines on either side of a central street
    b. common facilities centrally located
    c. small living units in segregated areas
    d. exposes campers to a variety of people of different ages and interests
    e. strict routine and conformity
    f. individual attention
    g. integral role in group decision-making

11. Which of the following procedures are necessary for the camp counselor to know?

    a. communication channels with other staff
    b. emergency procedures
    c. handling camper money
    d. mealtime procedures
    e. none of the above

Unit 1.3b

General Camp Practices

Post-Test

1. Attached you will find a copy of your camp's organizational chart. Under the job title write the name of the person who holds that position.
2. Write a short statement describing the philosophy of your camp.
3. List the goals and objectives of your camp.
4. For your camp, provide the following information:

    a. Type or organization
    b. Name and type of sponsor
    c. Age groups served
    d. Camper capacity
    e. Integrated or segregated program.
    f. Scope of the program
    g. Brief history.

Unit 1.3b (continued)

5. Your trainer will provide you with a job description. Write 3 of your major responsibilities.

   a.

   b.

   c.

6. Write on the line the title of the staff member who has primary responsibility for the job listed.

   a. camp injuries ______
   b. meal preparation ______
   c. crafts program ______
   d. evaluation of program staff ______
   e. supervision of counselors ______
   f. finances ______
   g. total camp operation ______
   h. equipment repair ______
   i. camper personal needs ______

7. For your job, briefly describe the following:

   a. conditions of employment
      length of employment ______
      hours off ______
      reasons why you can be terminated ______

   b. compensations
      salary ______
      staff benefits ______

8. What are the rules and regulations pertaining to staff conduct for your camp?

Unit 1.3b (continued)

9. Briefly describe the following procedures for your camp:

communication with supervisory staff ______________________

communication with support staff ______________________

handling personal money ______________________

handling camper's money ______________________

handling petty cash ______________________

opening day ______________________

closing day ______________________

mealtimes ______________________

lost campers ______________________

natural disasters ______________________

fire ______________________

mail ______________________

phone calls ______________________

laundry ______________________

visitors ______________________

bedtime ______________________

medication ______________________

accidents ______________________

camper coverage ______________________

staff meetings ______________________

Unit 1.3b (continued)

10. What is the definition of the term "program" as commonly used in camping?

11. Briefly outline a daily schedule for your camp.

12. Explain briefly the relationship between the philosophy and objectives of your camp and the activities in the camp program.

Unit 1.3 b

General Camp Practices

Post-Test

Going to a Cookout

Post-assessment for this third unit of instruction will be conducted via a "going to a cookout" game, an adaptation of a treasure hunt. The game will be played on the first afternoon that you are on-site after a tour of the camp site is given.

Object: The object of the game is for you to get from the dining room (the starting point) to the cookout site (the finish line) with all of the equipment and food needed for you to have dinner.

Directions:

Each trainee will work alone. You will be instructed to use one of the two sets of directions for the game included on the following pages. The directions consist of information covered in unit 1.3b. If these sets of instructions do not correspond with our camp, the instructor will make up direction sheets to conform with the buildings and areas in camp.

Evaluation of Trainee Performance:

If you can answer the questions correctly, you will be led to a series of points where you can pick up food and equipment for the cookout. If you cannot answer the questions correctly, you will arrive empty handed or minus one or two items. You should check in with the instructor upon arrival at the cookout site. Missing items will indicate directions which were not followed correctly. They should be noted by circling the direction missed. These sheets should be used later by you and your trainer to plan for remediation. Answers are also included in the following section.

Trainee Directions
Set #1

1. From the dining hall, proceed to the place where the person who has primary responsibility for total camp operations works. There you will receive a container to put your "loot" in. If you don't know who this person is or the name of the place where he works, go on to #2.

2. If you think a daily program schedule is a means to protect campers health and safety, go to the arts and crafts hut. If you think a daily program schedule is a rigid listing of activities, go to your assigned living area. If you think a daily program schedule is not either of the above, go to the maintenance service area. If you choose the right answer, you will find plastic utensils at your destination. If you do not choose the right answer, do not retrace your steps, but go on to #3.

3. Go to the place where you are to take your campers when a fire breaks out in the camp area or during fire drills. You will pick up marshmallows there. If you do not know where to go in case of fire, proceed to #4.

4. Go to the nature center, define the term "program" to the staff member stationed there. If you define it correctly, you will be given a paper plate and napkin. If you don't define it correctly, go without your plate and napkin to #5.

5. Go back to the dining hall. On the back table are various forms. Select the appropriate form for requesting food for cookout. Fill out the form requesting hot dogs, buns, potato salad, and baked beans enought for six campers and yourself. If you choose the right form and fill it out correctly, the cook will give you hot dogs and buns. (Your potato salad and baked beans are at the cookout site.) If you don't choose the right form or you don't fill it out correctly, the cook will deny your request. (Don't worry, you will get your food at the cookout site!)

6. Determine if the following statements are true or false.

   a. Camp counselors are allowed to drink alcoholic beverages on the camp site as long as their campers are not around.
   b. Camp counselors are responsible for assisting in planning camp wide events.

Unit 1.3b continued

c. Unit activities are those activities in which only members of the living unit participate.
d. Dances, swimming meets, and all camp campfires are examples of special events.
e. A decentralized camp provides more attention to the needs and potentials of the individualized campers than a centralized camp.

If two or less statements are true, go to the parking lot. If only three of the five statements are true, go to the campfire circle for living unit #4. If only four of the five statements are true, go to the infirmary. If all five statements are true, go to the sheltered activity area. If you choose the right answer, you will find cups at your destination. If not, do not retrace your steps, but go on to #7.

7. The cookout is being held in the cookout area for living unit #2. If you think this statement is true, proceed to the cookout. If you think it is false, come to the cookout behind living unit #2 anyway.

Trainee Directions
Set #2

1. Go to the nature center, define the term "program" to the staff member stationed there. If you define it correctly, you will be given a paper plate and napkin. If you don't define it correctly, go without your plate and napkin to #2.

2. Determine if the following statements are true or false.

   a. The program specialist is responsible for all phases of operation of a particular program such as arts and crafts or waterfront activities.
   b. The daily program schedule is the framework within which the camp is conducted.
   c. Unit activities are supervised by the living unit counselors and are participated in only by members of the living unit.
   d. A decentralized camp demands conformity, strict routine and regimentation.
   e. The camp counselor does not need to know how to handle camp money.

Unit 1.3b continued

If only two or less of the statements are true, go to the maintenance service area. If only three of the statements are true, go to the camp office. If only four of the statements are true, go to the parking lot. If all five statements are true, go to the shower room for unit #3. If you choose the right answer, you will be given a container for your food and supplies at your destination. If you choose the wrong answer, do not retrace your steps but go on to #3.

3. One of the program specialties is a creative field which in a camp is designed to use native materials and the inspiration of the natural setting. Go to the activity building which houses this specialty. There you will be given plastic utensils. If you don't know where to go, go on to #4.

4. If you think camp objectives dictate the type of activities offered in a camp, go to the camp infirmary. However, if you think the camp objectives and the camp activities are not related, go to your room. If you choose the right answer, you will find cups at your destination. If not, do not retrace your steps, but go on to #5.

5. Go to the place where you are to take your campers for fire drills. If you go to the correct place, you will be given marshmallows. If not, proceed without your marshmallows to #6.

6. Go back to the dining hall. On the back table are various forms. Select the appropriate form for requesting a camper's bed to be fixed. Fill in the form and present it to the staff member whose title on his nametag indicates he would be the person to fix the bed. If you choose the right form, fill it in correctly, and you present it to the right person, you will be given hot dogs and buns. If not, you'll have to pick them up at the cookout site.

7. Go cook your hot dogs at cookout area for living unit #2 and have a good meal.

Answer Sheets

Module 1

An Orientation to Camping and the Camp

Grading of the Pre-Test

To grade the pre-test, check your answers against those provided. To be counted correct, all parts of each question must be answered as specified on the answer sheet with the exception of questions 1, 7, 11, and 14. For questions 1 and 14 to be considered correct, only 4 out of 5 items need to be marked as indicated on the answer sheet. For question 7 to be considered correct, only 9 of the sponsors need to be identified as they are on the answer sheet. For question 11 to be considered correct, only 8 of the 9 items need to be answered as they are on the answer sheet.

To determine if you have passed the pre-test and can exit from the module without participating in the learning activities, count up the number of questions which you answered correctly. If you are using the material in a college class you must answer correctly 18 out of the first 20 questions. If you are using this during a pre-camp orientation you must correctly answer 22 of the 25 questions.

If you do miss a question or two but are still able to by-pass the module, it is recommended that you go back to the performance objectives and learning activities which apply to the questions you answered incorrectly. It is not mandatory to do this, but you may find it helpful in strengthening your competency.

If you do not pass the pre-test with 90 percent accuracy, proceed to the learning activities in the units of instruction for which you could not achieve the performance objectives. Questions 1 through 5 apply to the performance objectives in unit of instruction 1. Questions 6 through 9 apply to the performance objectives in unit of instruction 2. And questions 10 through 20 apply to the performance objectives in the unit of instruction 3a and questions 10 through 25 apply to the performance objectives in unit of instruction 3b.

Module 1

Answers to Pre-Test

1. All items should be circled except b. (4 out of 5 items must be correct to check of this number.) 1. _____

2. c 2. _____

3. Three principles and two benefits for each of those principles must be included for credit. 3. _____

4. All answers are true. 4. _____

5. a) to provide therapy for treatment for a specific condition
   b) to provide a recreational experience in order to promote the growth and well-being of the total camper 5. _____

6. d, f, g, e, b, c, a 6. _____

7. a, g, a, g, g, g, a, p, a, a (9 out of 10 items must be correctly answered to check off this number.) 7. _____

8. a) serves two or more populations in the same camp program
   b) serves only one population in the program 8. _____

9. Camping which takes place 365 days of the year. 9. _____

10. See Text 10. _____

11. g, d, b, e, f, h, c, i, a. (Before checking off this number, 8 of the 9 items must be answered correctly.) 11. _____

12. Answers supplied by trainer or employing camp. 12. _____

13. See Text 13. _____

14. All items should be circled. (Before checking off this number, 4 out of the 5 items must be answered correctly.) 14. _____

Answers to Pre-Test (continued)

15. Everything which happens to camper from his arrival to departure. 15. _____

16. b 16. _____

17. 17. _____

	Campers Who Participate	Staff Member(s) In Charge	Example of an Activity
Program Specialty	All Campers	Program Specialist	Arts & Crafts Swimming Nature Camp Crafts (any listed in text or present at camp)
Unit Activities	Campers in Unit only	Camp Counselor	Any camp activity can be a unit activity; any example of a camp activity is acceptable
Special Events	All Campers	Program Specialist, Camp Counselors (all program staff)	See text to determine.

18. The camp objectives determine the type of activities in the camp. 18. _____

19. e 19. _____

Answers to Pre-Test (continued)

20. d, c, c, d, d. 20. _____
21. Answer provided by employing camp. 21. _____
22. Answer provided by employing camp. 22. _____
23. Answer provided by employing camp. 23. _____
24. Answers provided by employing camp. 24. _____
25. Answers provided by employing camp. 25. _____

Unit 1.1

Philosophy, Goals and Objectives of Camping

Grading to the Post Test

To successfully pass the post test for Unit of Instruction 1, question 1 must have four out of the five true-false statements identified correctly. All other questions must be answered as specified on the answer sheet. If the post test is not passed, make note of the questions missed and the performance objectives to which they apply so that appropriate remediation can be planned.

POST TEST ANSWERS	CORRESPONDING PERFORMANCE OBJECTIVES
1. T, F, T, T, T	1. P. O. #1
2. b	2. P. O. #2
3. d	3. P. O. #5
4. Answers to be found in the manuscript.	4. P. O. #3
5. All of the items should be circled.	5. P. O. #4

Unit 1.2

Types of Camp Programs

Grading of the Post Test

Check your answers against those provided and total the number of questions answered correctly for the first 20 questions. You can miss two questions and still successfully pass the post test for this unit.

POST TEST ANSWERS	CORRESPONDING PERFORMANCE OBJECTIVE	POST TEST ANSWERS	CORRESPONDING PERFORMANCE OBJECTIVE
1. resident	P. O. #6	12. a	P. O. #8
2. day	P. O. #6	13. F	P. O. #6
3. voluntary donations	P. O. #7	14. F	P. O. #6
4. segregated	P. O. #8	15. F	P. O. #7
5. year-round	P. O. #9	16. T	P. O. #8
6. e	P. O. #6	17. T	P. O. #7
7. b	P. O. #6	18. F	P. O. #7
8. f	P. O. #6	19. T	P. O. #6
9. c	P. O. #6	20. T	P. O. #6
10. g	P. O. #7		
11. d	P. O. #7		

Unit 1.3a

General Camp Practices

Grading of the Post-Test

To successfully pass the post test for Unit of Instruction 3, you may miss one question. If the post test is not passed, make note of the questions missed and the performance objectives to which they apply so that appropriate remediation can be planned.

Answers	Corresponding Performance Objective
1. See text.	P. O. #10
2. a. camp nurse b. food service personnel c. program specialist d. program director e. unit director f. business manager g. camp director h. maintenance supervisor i. camp counselor	P. O. #12
3. See prototype staff manual or text.	P. O. #11
4. Class notes.	P. O. #13
5. Everything which happens to camper from his arrival to departure.	P. O. #15
6. a, b, d, e	P. O. #16

Unit 1.3 a

Answers to Post-Test (continued)

Answers	Corresponding Performance Objective
7.	P. O. #17

	Campers Who Participate	Staff Member in Charge	Example of an Activity
Program Specialty Activities	All Campers	Program	Arts & Crafts Swimming Nature (any listed in text)
Unit Activities	Campers in Unit Only	Camp Counselor	Any Camp Activity, (See Text)
Special Events	All Campers	All Program Staff	Any Camp Activity, (See Text)

Answers	Corresponding Performance Objective
8. The camp objectives determine the type of activities in the camp.	P. O. #18
9. a, b, c, d, e, h	P. O. #19
10. a, b, d, e.	P. O. #20
11. a, b, c, d.	P. O. #14

Unit 1.3b

General Camp Practices

Grading of the Post-Test

To successfully pass the post test for Unit of Instruction 3, you may miss 2 questions. If the post test is not passed, make note of the questions missed and the performance objectives to which they apply so that appropriate remediation can be planned.

Answers	Corresponding Performance Objectives
1. Answer provided by employing camp.	P. O. #13
2. Answer provided by employing camp.	P. O. #10
3. Answer provided by employing camp.	P. O. #11
4. Answer provided by employing camp.	P. O. #12
5. Answer provided by employing camp.	P. O. #14
6. a. camp nurse b. food service personnel c. program specialist d. program director e. unit director f. business manager g. camp director h. maintenance supervisor i. camp counselor	P. O. #15
7. Answer provided by employing camp.	P. O. #16

Unit 1.3b

Answers to Post-Tests (continued)

	Answers	Corresponding Performance Objective
8.	Answer provided by employing camp.	P. O. #17
9.	Answers provided by employing camp.	P. O. #18
10.	Everything which happens to camper from his arrival to departure.	P. O. #19
11.	Answers provided by the employing camp.	P. O. #20
12.	The camp philosophy and objectives determine the type of activities in the camp.	P. O. #21

Unit 1.3b

General Camp Practices

Grading of the Post-Test

Going to a Cookout

When you report in at the end of the game, you cannot be missing more than one item to pass the unit successfully. When more than one item is missing, remediation will be planned around the topics which were not understood.

Post Test Answers

Trainee Directions - Set #1

1. Camp Director's Office
2. Arts and Crafts Hut
3. Lake Front
4. Program must be defined to mean "everything that happens to the camper."
5. Answers should be provided by the employing camp.
6. F, T, T, T, T - Infirmary

Trainee Directions - Set #2

1. Program must be defined to mean "everything which happens to the camper."
2. T, T, T, F, F - Camp Office
3. Arts and Crafts
4. Camp Infirmary
5. Lake Front
6. The form and how it is filled out depends on the employing camp; the person who would fix the bed would be a maintenance staff member.

Terminology

Terminology

Amputees: Loss of limb, either congenitally or due to an accident. Many of these individuals use artificial limbs (prosthetics).

Architectural Barrier: Physical barriers which make it difficult or impossible for the physically disabled to move about freely with other people, such as: stairs, narrow doorways, soft pathways, high drinking fountains and sinks, etc.

Auxiliary Staff - Are responsible for supportive services essential to efficient and effective operations upon which the total camp program depends which is under the supervision of administrative staff. This would include personnel in the areas of medical concerns; kitchen and food preparation; maintenance of buildings, grounds, and equipment; housekeeping; transportation; and administrative and office functions.

Camp Counselor - Is responsible for planning and supervising the camp experiences for an assigned group of campers under the direction and supervision of specified administrative or program staff. This includes positions such as senior counselor, unit counselor, village leader, tent or cabin counselor, unit leader, etc. The camp counselor is also responsible to maintain a pleasant, clean and safe environment; to meet campers' personal and safety needs; to prepare reports and inventories; and to work cooperatively with all camp staff to enhance the overall camping experience.

Camp Director - Is responsible for developing, organizing, managing and supervising the personnel and fiscal resources of the camp in order to meet the objectives that have been specified. The camp director is also responsible for evaluating camp effectiveness.

Camp Nurse - Is responsible for providing health services essential to the camp operation. Acting under the standing orders of a doctor, the nurse performs remedial measures for illness and injuries. In addition, the nurse routinely inspects campers for signs of health deterioration, parasite infection, or disease. The nurse reports to the resident physician or the camp director if there is no resident physician.

Camp Secretary - Is responsible for providing secretarial services essential to the efficient and effective day-to-day business operations of the camp. He or she mans the office, handles the mail, types business and program manuscripts and reports, and if there is no business manager, handles the bookkeeping. The secretary is responsible to the business manager, or if lacking, to the camp director.

Camper - Is any individual who chooses to attend, as a participant, an organized camping program which is designed to meet his/her needs.

Cerebral Palsy (C.P.): A disability due to damage of centers of the brain before or during birth resulting in imperfect control of the muscles and marked especially by muscular incoordination, spastic paralysis, and speech disturbances. It is estimated that more than half of the cerebral palsied are mentally retarded.

The types of C.P. include:

1. **Spastic**: characterized by jerky and uncertain movements and tightly contracting muscles.
2. **Athetoid**: typically showing uncontrolled, sprawling, muscular functioning.
3. **Rigid**: extremely tight muscles and limited, resistive movement.
4. **Tremor**: uncontrollably shaking limbs.

Competency - Is demonstrable knowledge, skill, or behavior devised from explicit conceptions of camp personnel roles.

Competency-Based Instruction (CBI) - [also competency-based education and performance-based education] - Is an instructional program in which the competencies to be acquired and demonstrated by the student and the criteria to be applied in assessing the competencies are made explicit and the student is held accountable for meeting the specified criteria.

Competent - Is having the necessary knowledge, skills and judgment to perform a task effectively as measured by a given standard of performance.

Day Camp - Is a sustained outdoor group living experience which is operated by trained leaders in which the campers go for an established period and return each day to their homes. The purpose is the utilization of the natural surroundings to contribute to the overall growth and development of each camper.

Disability - (see physical disability)

Duty - Is a grouping of two or more similar tasks which are functionally different from other tasks within a job. They usually are performed under similar conditions in a job situation.

Epilepsy - A chronic condition characterized by seizures of varying duration in which there is a loss of consciousness with or without a succession of convulsions. (See petit mal seizures or grand mal seizures.)

Essential Competencies - Are those demonstrable and crucial knowledgeable skills and behaviors camp personnel must possess in order to perform reasonably well and to succeed in any organized camp program operated for the physically handicapped.

Evaluation or Post Test - Is a procedure designed to measure the student's ability to successfully demonstrate the competence required for mastery of a specified performance objective(s) after the student has completed a set of learning activities or modules.

Grand Mal Seizures - An epileptic seizure in which there are severe convulsions and loss of consciousness or coma.

Handicap - Is the cumulative results of a physical or mental condition of impairment that interposes an obstacle between the camper and his/her maximum functional level.

Head Cook - Is responsible for supervising and coordinating all activities of kitchen personnel and participating in the preparation, serving and clean-up of meals in the camp.

Job - Is a composite of duties and tasks actually performed by a worker.

Learning Activities - Are instructional activities or experiences made available to the student for the purpose of helping the student achieve (perform) the performance objective or set of performance objectives.

Legg-Perthes Disease: A diminished blood supply to the hip causing the bone to become shorter and the head of the thigh bone to become flat. Given time to heal by keeping weight off the hip usually corrects the problem, but this can take from 12-36 months.

Maintenance Supervisor - Is to provide general maintenance and repair services essential to the efficient and effective day-to-day camp operations.

Major Responsibility - Is a grouping of two or more similar duties which are functionally different from other duties.

Module - is an instructional package containing a set of learning activities called units of instruction and organized to include performance objectives, identified prerequisites, pre-assessment procedures, instructional activities, post-assessment procedures, and a remediation plan and/or activities. The purpose (intent) of a module is to facilitate student acquisition of a competency or group of related competencies.

Multiple Sclerosis: There is an insulating layer of fatty substance over the brain and spinal cord, serving much like insulation over an electric wire and insuring free passage of impulses; in the human, transmission of nervous impulses to the muscles. In Multiple Sclerosis (M.S.), this insulating layer for some reason breaks down, sclerotic patches occur in the brain and spinal cord and this interferes with the proper transmission of nervous impulses. The resultant course of this disease is one of "ups" and "downs", but usually progressing slowly downhill. Because of the damage to the nervous system, coordination, strength, speech, eyesight - one or all may be comprised. This is a rather bizarre disease, occurring much more in the northern area of the United States, Canada, and the Scandinavian countries. It is the crippler of young adults, usually striking the ages of 20-40.

Mutiply Handicapped: Refers to an individual who has more than one handicap, the combination of which makes him unable to benefit from a normal education program.

Muscular Dystrophy (M.D.): There are several different types of muscular dystrophy, which is a genetic hereditary disease which results in a progressive wasting away of muscle. The following are just 2 of the dystrophies.

1. Pseudohypertrophic: The wasted away muscle is replaced by fibrous tissue and fat. This type is transmitted from mother to son. The person may appear to have big muscular calves, buttocks, and shoulders. The disease affects primarily the trunk, shoulders, hips, calves, neck and face muscles. Many die before they are 20 years old, not directly from M.D. but due to the lessening of respiratory functioning. The muscles controlling coughing are affected and thus mucous secretions stay in the lungs where it is warm and moist, creating a condition very conducive to infection and pneumonia. It is most important to guard against colds.

2. Amytonia Congenita (Oppenheim's Disease): This is a non-progressive disorder in which there is a deficiency of the motor cells in the spinal cord which sends the message to the muscles. Because of this deficiency, the muscles are not fully innervated with the resultant weakness and lack of muscle tone. As the person becomes older and bigger, he or she becomes even weaker, but the basic deficit does not get worse, however, it may appear to, due to body growth. As the person reaches full growth, the condition tends to stabilize. The same respiratory precautions as in pseudohypertrophic should be followed in caring for these people.

Organized Camping - Is an outdoor experience which is organized and operated for a specified purpose by professional staff for an identified population. This includes various types of camps including residential, day, school, trip, therapeutic...camps.

Paraplegia: total or partial paralysis of the lower extremities and/or paralysis of parts or part of the trunk. This means the person will have full function of his arms, neck, shoulders and hands. (See quadriplegia.)

Performance Objectives - Is a precise and accurate statement describing the behavior expected of the student as a result of instruction.

Petit Mal Seizures - A mild form of epilepsy in which dizziness or other sensations take the place of convulsions.

Physical Disability - Is an observable condition of physical impairment that can be described by a physician using one of the following five medical classifications: Neuro-muscular, respiratory, cardiovascular/hematological, metabolic, orthopedic or by using the following functional classifications: mobility problems, bowel-bladder control problems, limited or no use of upper limbs, breathing difficulties, communication problems and limited endurance or stamina.

Pre-Test Procedures - Are designed to measure the student's ability to successfully demonstrate the competence required for mastery of a specified performance objective(s) before engaging in the learning activity(ies) or module.

Prerequisites - Are the knowledge, skills and/or behaviors the student is expected to demonstrate competence in prior to beginning work on a module.

Program - Is everything that a camper does during his/her stay at camp.

Program Specialist - Is responsible for all phases of operation pertaining to a particular program which includes: developing the program, ordering supplies, maintaining areas and equipment, instructing and supervising staff and campers, scheduling and coordinating activities and special events, preparing reports and inventories, and evaluating. This would include such positions as program director, waterfront director, nature director, arts and crafts director, photography director, etc.

Prosthesis: Replacement of a missing part by an artificial substitute; and artificial organ or part.

Quadriplegia: Refers to paralysis in all four extremities and the trunk. However, the upper extremities and neck are never totally paralyzed. The spinal column has nerves existing from it innervating the muscle. In general, the lower the injury to the spinal cord, the more function is left. A person injured in the neck may be only able to bend his neck, shrug his shoulders, raise his arm, and bend his elbow, whereas a person injured in the low back may only suffer paralysis in the lower parts of his legs. The nerves to the bowel and bladder, unfortunately, exist very low and are almost always affected.

The persons with high involvement may have respiratory problems and the degree of help they will need will vary. Persons who have full use of their upper extremities can do most everything themselves. There is a loss of sensation at the level of the injury also, so pressure sores are a potential problem. A regular diet and plenty of fluids are very important to these people.

Remedial Activities - Are instructional activities which provide the student additional practice or assistance in mastering a specified objective when mastery was not achieved initially.

Resident Camp - Is a sustained outdoor group living experience which is operated by trained leaders in which campers live at one site two or more consecutive nights for the purpose of utilizing the natural surroundings to contribute to the overall growth and development of each camper.

School Camp - Is a sustained experience in which a teacher and his pupils leave the classroom to live at one site two or more consecutive nights in an outdoor setting while carrying out a program of learning activities related to the school curriculum.

Spina Bifida: "Bifid" means short, thus a "short spine." This is a congenital malformation of the spinal cord and the supporting vertebral column causing the spinal cord to herniate, thus causing paralysis below this point. Most of the time this occurs in the lower back, and the person will have a surgical scar and/or remnants of the "bif." Most people usually have some use of their upper legs and are able to walk with crutches and/or braces. The nerves to the bowel and bladder are always impaired and the person may have a type of urinary receptacle, use suppositories or be on a regular time schedule for bowel movements. Many have slightly enlarged heads due to the trauma to the spinal cord, upsetting the balance of spinal fluid and causing an increase of pressure in the head. This is known as HYDROCEPHALUS and also occurs apart from Spina Bifida. The spinal cord and brain are bathed in spinal fluid which is produced and reabsorbed into the bloodstream in the brain. This fluid circulates up and down bathing the brain and the spinal cord. Due to congenital or developmental defects in this system, blockage of channels, etc., an increase of pressure and a resultant increase in skull size occurs. This can cause neurological and mental damage. The degree of damage will again vary a great deal.

Task - Is a highly specific unit of job activity stated in job terms with an action verb and an object. It has a definite beginning with an action leading to a definite end (input - action - output.) It is measurable, observable and results in a product which is useable by someone other than the performer.

Task Analysis - Is a systematic process through which the tasks a worker performs are identified and organized in a logical manner.

Task Inventory - Is simply a straight listing of all the tasks potentially performed in an occupation as discerned through the literature search.

Task Outline - Is a categorical listing of tasks, duties and major responsibilities for a specified occupation.

Notes